


BRYN MAWR

CATALOGUE & CALENDAR 1985-1987





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BRYN MAWR COLLEGE

CATALOGUE & CALENDAR
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Visitors to the college are welcome and, when the College is in session, student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by letter or by telephone. The Office of Admissions is open Monday through Friday from nine until five and, during the fall, on Saturdays from nine until one.

Correspondence

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ACADEMIC SCHEDULE 1985-86

1985

September 3
October 11
October 16
November 27
December 2
December 10
December 11-12
December 13-20

First Semester

Classes begin
Fall vacation begins after last class
Fall vacation ends at 9 a.m.
Thanksgiving vacation begins after last class
Thanksgiving vacation ends at 9 a.m.
Last day of classes
Review period
Examination period

1986

January 20
March 7
March 17
May 2
May 3-6
May 7-16
May 18

Second Semester

Classes begin
Spring vacation begins after last class
Spring vacation ends at 9 a.m.
Last day of classes
Review period
Examination period
Commencement

ACADEMIC SCHEDULE 1986-87

1986

September 2
October 10
October 15
November 26
December 1
December 9
December 10-11
December 12-19

First Semester

Classes begin
Fall vacation begins after last class
Fall vacation ends at 9 a.m.
Thanksgiving vacation begins after last class
Thanksgiving vacation ends at 9 a.m.
Last day of classes
Review period
Examination period

1987

January 19
March 6
March 16
May 1
May 2-5
May 6-15
May 17

Second Semester

Classes begin
Spring vacation begins after last class
Spring vacation ends at 9 a.m.
Last day of classes
Review period
Examination period
Commencement

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JoEllen Parker, M.A. (University of Kansas), *Part-time Instructor in English*

Daniela Holt Voith, M.Arch. (Yale University), *Part-time Instructor in Growth and Structure of Cities*

Patrice D. Waitzman, M.A. (Bryn Mawr College), *Part-time Instructor in Philosophy and Assistant Dean of the Undergraduate College*

LABORATORY COORDINATORS

Stephen Gardiner, Ph.D. (University of North Carolina), *Laboratory Coordinator in Biology*

Krynn DeArman Lukacs, Ph.D. (University of North Carolina, Chapel Hill), *Laboratory Coordinator in Chemistry*

David Reibstein, Ph.D. (University of Chicago), *Laboratory Coordinator in Chemistry*

Elna Yadin, Ph.D. (Bryn Mawr College), *Part-time Laboratory Coordinator in Psychology*

DIRECTORS OF THE HAVERFORD-BRYN MAWR ORCHESTRAL AND CHORAL PROGRAMS

Harvey Felder III, M.M. (University of Michigan), *Director of Orchestra and Lecturer in Music at Haverford*

Janice Hamer, M.M., (Westminster Choir College), *Director of Chorus and Lecturer in Music at Haverford*

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Jay M. Anderson, Ph.D. (Harvard University), *Director of Academic Computing Services*

Erika Rossman Behrend, Ph.D. (University of Pennsylvania), *Assistant Dean of the Undergraduate College*

Jerry A. Berenson, B.A. (Rutgers University), *Director of Financial Aid*

Joan Breton Connelly, Ph.D. (Bryn Mawr College), *Assistant Dean of the Undergraduate College*

Gail Finan, B.S. (Cornell University), *Director of Administrative Services*

Charles Heyduk, Ph.D. (Bryn Mawr College), *Adviser to Foreign Students and Director of Student Services*

Margaret E. Holley, Ph.D. (Bryn Mawr College), *Assistant to the President*

Phyllis S. Lachs, Ph.D. (Bryn Mawr College), J.D. (University of Pennsylvania),
College Counsel

Julie E. Painter, A.B. (Bryn Mawr College), *Administrator of Records*

Patricia Onderdonk Pruett, Ph.D. (Bryn Mawr College), *Associate Dean and Director of Special Studies*

Ellen Fernon Reisner, M.A. (Bryn Mawr College), *Assistant to the President and Alumna-in-Residence*

Suzanne Spain, Ph.D. (New York University), *Budget Officer*

Karen Tidmarsh, A.B. (Bryn Mawr College), *Assistant Dean of the Undergraduate College*

Patricia Di Quinzio Waitzman, M.A. (Bryn Mawr College), *Assistant Dean of the Undergraduate College*

Maria T. Wiemken, M.A. (Bryn Mawr College), *Comptroller*

Nancy Woodruff, Ph.D. (Bryn Mawr College), *Assistant Dean of the Undergraduate College and Director of the Office of Minority Affairs*

ADMISSIONS

Elizabeth G. Vermey, M.A. (Wesleyan University), *Director*

Kathleen McNamara, A.B. (Bryn Mawr College), *Assistant Director*

Mae O'Brien, M.F.A. (Columbia University), *Assistant Director*

Julio Sanchez, B.A. (Brown University), *Assistant Director*

Evelyn A. R. Thomas, M.S. (Pennsylvania State University), *Assistant Director*

Miranda J. Townley, A.B. (Bryn Mawr College), *Assistant Director*

HEALTH

Frieda W. Woodruff, M.D. (University of Pennsylvania), *College Physician*

Ian Ballard, M.D. (Temple University School of Medicine), *Associate College Physician*

Jean-Marie P. Barch, Ph.D. (Bryn Mawr College), *Counselor*

Eileen A. Bazelon, M.D. (Medical College of Pennsylvania), *Consulting Psychiatrist*

Andrew Fisher, M.D. (University of Rochester), *Associate College Physician*

Jann S. Glider, Ph.D. (Bryn Mawr College), *Counselor*

Rachel Goldberg, Ph.D. (Bryn Mawr College), *Counselor*

Deirdre Laveran, M.S.W. (Bryn Mawr College), *Counselor*

Jenepher P. Shillingford, M.Ed. (Temple University), *Director of Physical Education*

Margaret S. Temeles, M.D. (Tufts University School of Medicine), *Consulting Psychiatrist*

LIBRARIANS

James Tanis, Th.D. (University of Utrecht), *Director of Libraries*

Thomas Song, M.A., M.A.L.S. (University of Michigan), *Associate Director of Libraries*

Mary S. Leahy, M.A. (Bryn Mawr College), *Head, Rare Book Collection*

Eileen Markson, M.A. (New York University), M.L.S. (Queens College of City University of New York), *Head, Art and Archaeology Library*

Jane A. McGarry, M.A. (Villanova University), M.S. in L.S. (Drexel University),
Head, Acquisitions Division

Taras A. Ortynsky, M.L.S. (University of Pittsburgh), *Head, Cataloguing Division*

Anne N. Pringle, M.S. in L.S. (Drexel University), *Head, Sciences and Psychology Libraries*

Gertrude Reed, M.L.S. (Rutgers University), *Head, Public Services*

Penelope Schwind, M.S. in L.S. (Drexel University), *Head, Technical Services*

Daniel Bearss, M.L.S. (University of Michigan), *Acquisitions Library*

Leo M. Dolenski, M.A. (Catholic University of America), M.L.S. (Drexel University), *Manuscripts Librarian*

John Dooley, M.L.S. (McGill University), *Bibliographer*
Florence D. Goff, M.A., M.S.L.S. (Villanova University), *Reference Librarian*
M. Winslow Lundy, M.A. (Bryn Mawr College), M.S. in L.S. (Drexel University),
Rare Book Cataloguer
Andrew M. Patterson, M.L.S. (University of Wisconsin), *Reference Librarian*
Judith E. Reguerio, M.A. (Bryn Mawr College), M.S. in L.S. (Drexel University),
Reference Librarian
Scott H. Silverman, M.S. in L.S. (Drexel University), *Cataloging Librarian*
Lucy F. West, M.A. (Emory University), M.Phil. (George Washington University),
College Archivist

VISUAL RESOURCES

Marjorie Bilk, M.S. in L.S. (Drexel University), *Head, Visual Resources*
Carol Campbell, M.A. (University of Pennsylvania), *Curator and Registrar of College's
Collection*
Karl A. Dimler, B.F.A. (Philadelphia College of Art), *Photographer*
Ben Kessler, B.A. (University of Colorado), *Slide and Photograph Librarian*
Karin Lazarus, M.S.L.S. (University of North Carolina), *Assistant Head, Visual
Resources*

PHYSICAL EDUCATION

Jenepher P. Shillingford, M.Ed. (Temple University), *Director of and Lecturer in
Physical Education*
Lee Wallington, B.S.Ed. (Bowling Green State University), *Associate Director of and
Senior Instructor in Physical Education*
Lynn Anderson, B.S. (Pennsylvania State University), *Instructor in Physical Education*
Lisa Boyle, B.S. (West Chester State University), *Instructor in Physical Education*
Linda Caruso-Haviland, M.Ed. (Temple University), *Lecturer in Dance and Associate
Instructor of Physical Education*
Leigh Donato, B.S. (Ursinus College), *Part-time Basketball and Lacrosse Coach*
Cynthia Hooper, B.S. (Gettysburg College), *Associate Instructor in Physical Education*
John Kalohn, M.A. (Wake Forest University), *Instructor in Physical Education*
Raymond Tharan, B.S. (Temple University), *Facilities Manager*

HALLS OF RESIDENCE

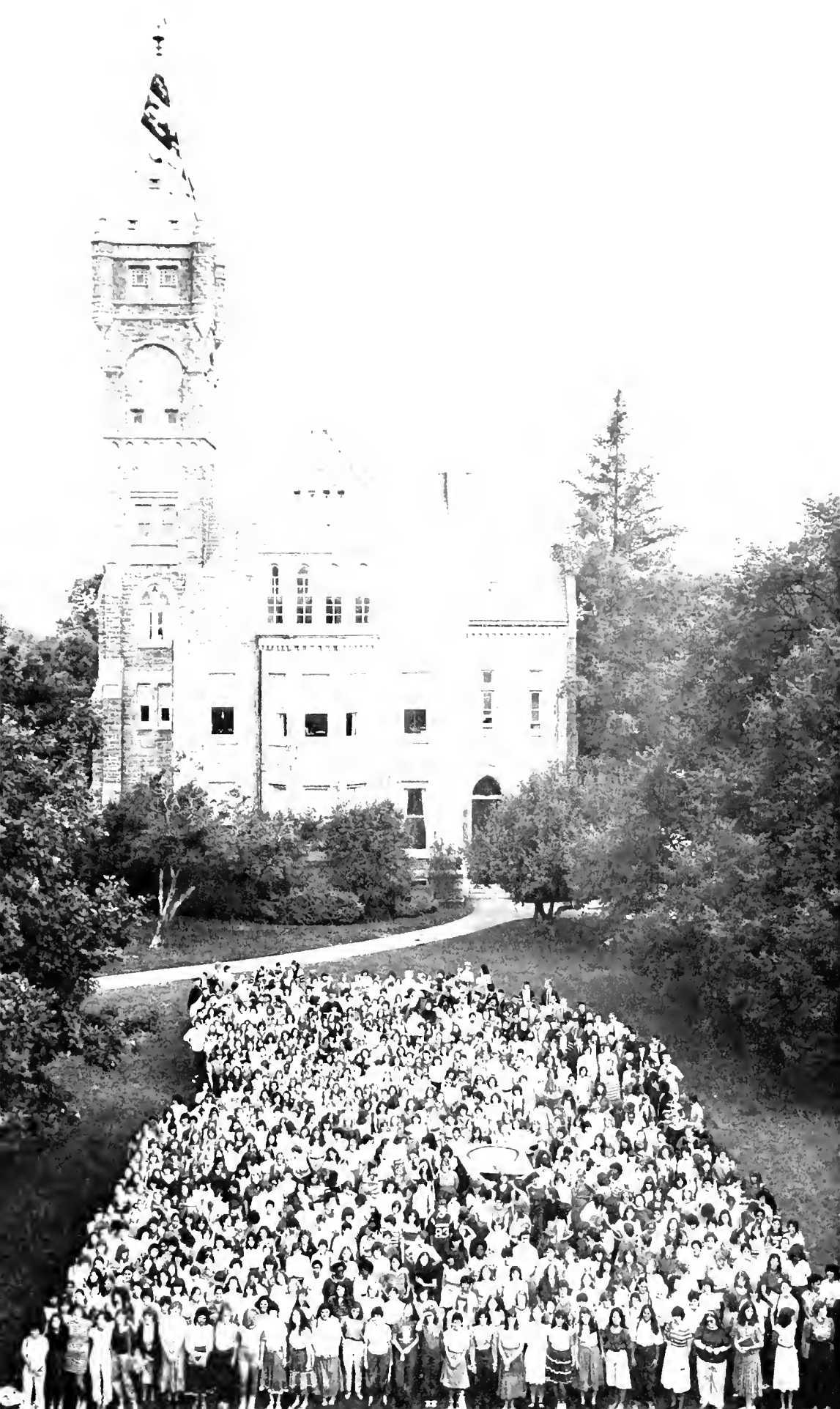
Mireia Aldoma Garcia, B.A. (University of Barcelona), *Warden of Spanish House in
Haffner Hall*
Nina Baranova, M.A. (Norwich University), *Warden of Russian House*
Janet Bradley, B.S. (La Salle College), *Senior Resident of Glenmede*
Joanne Corbin, B.A. (Wellesley College), *Warden of Brecon*
Susan Dawson, M.S.S. (Bryn Mawr College), *Warden of Rockefeller*
Mary Finn, M.A. (Georgetown University), *Warden of Pembroke East and West*
Sonya Mehta, B.A. (University of Bombay), *Warden of Rhoads North and South*
Rebecca Mersereau, M.A. (University of Missouri), *Warden of Erdman*
Anna Muhlherr-Balsiefen, (Eberhard-Karls Universitat), *Warden of German House
in Haffner Hall*
Kathleen O'Hare, B.S. (St. Joseph's University), *Warden of Denbigh*
Violaine Perreau, Licence (Sorbonne), *Warden of French House in Haffner Hall*
Karen Pendelton, M.A. (Bryn Mawr College), *Warden of Merion and Radnor*

CHILD STUDY INSTITUTE

Robert Wozniak, Ph.D. (University of Michigan), *Director*

PHEBE ANNA THORNE SCHOOL

Marilyn Motto Henkelman, M.Ed. (Erikson Institute for Early Education), *Acting
Director*



TAYLOR HALL

Taylor Hall, built in 1879 and named for Bryn Mawr's founder Dr. Joseph Wright Taylor, was the first building on the Bryn Mawr campus. Designed by Addison Hutton and constructed of granite from Port Deposit, Maryland, it exemplifies the Gothic revival architectural style so often recalled in the nineteenth century while, in its use of monochromatic gray stone, maintaining an appropriate Quaker austerity.

The influence of such values on Hutton's design is clearly revealed in a letter to the architect from Francis T. King, first president of the Bryn Mawr Board of Trustees, describing the desired effect: "There is a certain style of 'Quaker lady' dress, which I often see in Philadelphia, which tells the whole story—she has her satin bonnet—her silk dress—her kid gloves—her perfect slipper—but they are made to harmonize with the expression of her face which is both intellectual and holy."

Four stories high, with a silhouette and a range of details that partly lighten its serious exterior, Taylor has a magnificent bell tower bracketed by cut blue stone. In addition to chiming the hours, the bell also serves as a traditional herald of celebration, being rung by every Bryn Mawr senior upon completion of the last examination of her undergraduate career. Similarly, the stone steps leading to the entrance below the tower are referred to as the senior steps; tradition has it that bad luck befalls those underclassmen who ascend the steps before their senior year.



INTRODUCTION

Bryn Mawr is a liberal arts college in both the modern and traditional senses. Its curriculum is modern in offering a full range of subjects in the arts, sciences, and social sciences, but the college is also traditional in its commitment to the original medieval sense of the phrase “liberal arts.” Then, as now, these were the studies of the free person—free not only to undertake such a broad education, without the necessity to specialize, but also free to question or advocate any idea without fear of reprisal. While both of these freedoms come from without, Bryn Mawr believes that such an education ultimately creates an even greater freedom within the individual. This is the freedom that comes from an education that leads one out of the narrowness and prejudices of one’s own experience and toward a fuller awareness of oneself and the world.

Bryn Mawr College is convinced that intellectual enrichment and discipline provide a sound foundation for living. It believes in the rights of the individual and thinks of the college community as a proving ground for the freedom of individuals to think and act as intelligent and responsible members of a democratic society.

HISTORY OF BRYN MAWR

Bryn Mawr College was founded in 1885 by Dr. Joseph Taylor, a New Jersey physician and member of the Society of Friends who decided to found a college for the education of young Quaker women. He chose the site and supervised the building of Taylor Hall, but by 1893 the trustees broadened Taylor’s mission by deciding that Bryn Mawr would be non-denominational, although committed to the Quaker belief in freedom of conscience. When Bryn Mawr opened, it offered the A.B., M.A., and Ph.D. degrees and was thus the first college in the country to develop graduate instruction leading to the doctorate for women. It remains today the only predominantly women’s college with extensive graduate programs.

The first president of Bryn Mawr was James E. Rhoads (1885–1894), another physician and one of the early planners of the College. It was M. Carey Thomas, the first dean and second president (1894–1922), however, who gave Bryn Mawr its special identity as a college determined to prove that women could successfully complete a curriculum as rigorous as any offered to men in the best universities. When she was only thirteen she wrote in her diary “How *unjust*—how narrow-minded—how *utterly incomprehensible* to deny that women ought to be educated and worse than all to deny that they have equal powers of mind;” her life may be seen as a concentrated experiment to prove that it was not so.

Miss Thomas was succeeded by Marion Edwards Park (1922–1942), a distinguished classicist. When she became president the battle for recognition of women’s ability to learn was essentially won, but it fell to President Park to provide a system for democratic governance in the wake of her charismatic but autocratic predecessor. It was President Park who guided the College through the depression without loss of standards or integrity.

From 1942 to 1970 Katharine Elizabeth McBride, a noted child psychologist and administrator, presided over the College in a time of great change and tremendous growth. The size of the student body began to increase from 500 in 1940 to 750 in 1970 and, although Bryn Mawr had never had quotas and always offered scholarships, after World War II the student body represented greater social, ethnic, and economic diversity. During the presidency of Harris L. Wofford (1970–1978), the College’s commitments to academic cooperation with Haverford and to international education were strengthened, and large numbers of men and foreign students added still greater diversity and interest to campus life. The sixth President is Mary

Patterson McPherson (1978-), a philosopher who is an outspoken champion of equal access to education and equal rights for women.

THE COLLEGE AS COMMUNITY

Believing that a small college provides the most favorable opportunity for the students to participate in their own education, Bryn Mawr limits the number of undergraduates. And since diversity in background and training serves not only to stimulate discussion but also to develop an intelligent understanding of such diversity, the undergraduate enrollment and curriculum is dedicated to a respect for and understanding of cultural and social diversity. The student body is composed of individuals from all parts of the United States as well as many foreign countries and from all sectors of American society, with a special concern for the inclusion of historically disadvantaged minorities.

The resources of Bryn Mawr as a small residential college are augmented by its participation at the undergraduate level with Haverford College, Swarthmore College, and the University of Pennsylvania in an arrangement which coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at the other college.

The cooperative relationship between Bryn Mawr and Haverford is particularly close since the colleges are only about a mile apart and naturally extends beyond the classroom. Collections in the two libraries are crosslisted, and students may study in either library. Student organizations on the two campuses work closely together in matters concerned with student government and in the whole range of activities. Cooperation in living arrangements was initiated in 1969-70, and several residence halls on the two campuses are assigned to students of both colleges.

Bryn Mawr itself sponsors a broad cultural program which supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. Such opportunities are provided by the Mary Flexner Lectures in the humanities and by the Anna Howard Shaw Lectures in the social sciences, the visiting professors on the Katharine E. McBride Fund for faculty appointments, and by various individual lecturers in many of the departments of the College. The Arts Program at Bryn Mawr supports and coordinates the arts curriculum and a variety of extra-curricular activities in creative writing, dance, fine art, music, and theater. A regular schedule of concerts and productions directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by The Theatre Company, Dance Club, and other student-run groups, are augmented and enhanced by readings, exhibits, performances, and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join with members of the faculty and administration in making and carrying out plans for the college community as a whole. The Student Self-Government Association, to which every student belongs, provides a framework in which individuals and smaller groups function. The association both legislates and mediates in matters of social and personal conduct. Through their government association, the students share with the faculty the responsibility for the administration of the Academic Honor System. One of the most active branches of the Self-Government Association is the Student Curriculum Committee which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses

and programs. The Self-Government Association also coordinates the activities of many special interest clubs, open to all students; it serves as the liaison between students and College officers, faculty, and alumnae/i. The Athletic Association also provides opportunity for all kinds of activities, including intramural and varsity contests. Both Bi-College and College newspapers welcome the participation of students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College. In addition to the Curriculum Committee, undergraduates elect three rising seniors to serve with members of the faculty on the College Admissions Committee. Along with alumnae and faculty, three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board, and work with the board's committees. Two undergraduates are also elected to attend meetings of the faculty. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

The International Students Association, representing more than 140 undergraduate and graduate students at the College from more than 50 different countries, enriches the life of Bryn Mawr through social and cultural events.

Black students' organizations, the Director of Minority Affairs, and the Minority Task Force have been active in arranging with the faculty and the Curriculum Committee new courses in the appropriate departments and in supporting the Black Cultural Center which sponsors cultural programs open to the College community and provides residence space for a few students.

An active Women's Alliance has been working for several years with various departments and with the Curriculum Committee on the establishment of appropriate courses on women.

Many students who wish to volunteer their services outside the College join Kid's Connection, a tutoring service for inner-city children developed and run by Bryn Mawr students.

Through their interest and participation in these many aspects of the College community the students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

ADMISSION

Bryn Mawr College is interested in candidates of character and ability who want a liberal arts education and are prepared for college work by a sound education in school. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad.

In its consideration of candidates the College looks for evidence of ability in the student's high school record, her rank in class, and her College Board tests, and asks her high school adviser and several teachers for an estimate of her character, maturity, and readiness for college.

PROGRAM OF SECONDARY SCHOOL STUDIES

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages, and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition, and literature through four years; at least three years of mathematics, with emphasis on basic

algebraic, geometric, and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages, some work in history and at least one course in laboratory science, preferably biology, chemistry, or physics. Elective subjects might be offered in, for example, art, music, or computing to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College is glad to consider such applications provided students maintained good records and continuity in the study of basic subjects.

APPLICATIONS FOR ADMISSION

Application to the freshman class may be through one of three plans: Regular Admission, Fall Early Decision, or Winter Early Decision. Applicants follow the same procedures, submit the same supporting materials, and are evaluated by the same criteria under each plan.

The Regular Admission plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admissions process. Applications under this plan will be accepted anytime before the January 15 deadline.

The two Early Decision plans are designed for candidates who have thoroughly and thoughtfully investigated Bryn Mawr and other colleges and found Bryn Mawr to be their unequivocal first choice. The Winter Early Decision plan differs from the Fall Early Decision plan only in recognizing that some candidates may arrive at a final choice of college later than others. Early Decision candidates under either plan may file regular applications at other colleges with the understanding that these applications will be withdrawn upon admission to Bryn Mawr; however, one benefit of the Early Decision plans is the reduction of cost, effort, and anxiety inherent in multiple application procedures. Early Decision candidates who are applying for financial aid will receive a financial aid decision at the same time as the decision about admission. Any early decision candidate who is not admitted through either fall or winter plans and whose application is deferred to the Regular Admission plan will be reconsidered without prejudice along with the regular admission candidates in the spring.

Timetables for the three plans are:

Fall Early Decision

Closing date for applications and all supporting materials	November 15
Notification of candidates	by December 15

Winter Early Decision

Closing date for applications and all supporting materials	January 15
Notification of candidates	by January 31

Regular Admission

Closing date for applications and all supporting materials	January 15
Notification of candidates	by mid-April

Application forms may be obtained from the Director of Admissions, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010. A fee of \$30 must accompany each application and is not refundable.

ENTRANCE TESTS

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all candidates and should be taken as early as

possible. If possible, achievement tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English and two others. The College recommends but does not require that one of the three tests be taken in a foreign language, since a score of 650 or above satisfies part of an A.B. degree requirement (see page 40 for details on language exemption). No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees, and dates may be obtained by writing to College Board, P.O. Box 592, Princeton, New Jersey 08540.

INTERVIEWS

All candidates are expected to have an interview, by February 1, either at the College or with an alumna area representative. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions (215-645-5152). The Office of Admissions is open from nine to five on weekdays and from September to January on Saturdays from nine to one. A student who is unable to visit the College may write to the director of admissions for the name and address of an alumna representative in her area.

EARLY ADMISSION

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for Early Admission should plan to complete a senior English course before entrance to college and should write to the director of admissions about application procedures.

DEFERRED ENTRANCE

A student admitted to the College may defer entrance to the freshman class for one year provided that she writes to the director of admissions requesting deferred entrance by May 1, the candidate's reply date.

ADVANCED PLACEMENT AND CREDIT

Students who have carried advanced work in school and who have honor grades (4 and 5) on the advanced placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the freshman year. Bryn Mawr accepts advanced placement tests with honor grades in the relevant subjects as meeting the college requirements for the A.B. degree. With the approval of the dean and the departments concerned, one or more advanced placement tests with honor grades may be presented for credit. Students who enter with three or more advanced placement tests passed with honor grades may apply for sophomore standing. The advanced placement tests are given at College Board centers in May.

Students who present the full International Baccalaureate with a score of 30 or better normally receive one year's credit; those who present a partial I.B. or who receive a score below 30 may receive subject credit for excellent work on the higher level examinations. Up to a year's credit is often given for the French Baccalaureate, the German Abitur, and for similar degrees, depending upon the quality of the examination results. Students may also consult the dean or the director of admissions about the advisability of taking placement tests given by the College during freshman week.

ADMISSION TO JOINT A.B.-M.D. PROGRAM OF BRYN MAWR COLLEGE AND THE MEDICAL COLLEGE OF PENNSYLVANIA

Under the agreement between the College and the Medical College of Pennsylvania negotiated in the spring of 1980, United States citizens who are applying for admission to Bryn Mawr's freshman class may request consideration also at the Medical College of Pennsylvania. An interview at the Medical College is required of all finalists. Each year approximately six students will receive joint admission to candidacy for the A.B. and M.D. degrees. Medical school admissions tendered during the pre-college year will be contingent upon the successful fulfillment of both academic and personal requirements of the Medical College of Pennsylvania.

TRANSFER STUDENTS

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high school records which compare favorably with those entering Bryn Mawr as freshmen. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended, or excluded from other colleges and universities will under no circumstances be admitted.

Transfer candidates should file applications as early as possible and by March 15 for entrance in September, or by November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the director of admissions.

Transfer candidates will be asked to submit official test reports from the College Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests will be required to take only the Scholastic Aptitude Test. Test registration information may be obtained from the College Board, Box 592, Princeton, New Jersey 08540.

To qualify for the A.B. degree transfer students must have completed a minimum of two years of full-time study at Bryn Mawr. Transfer credits will be evaluated at entrance.

Candidates for transfer will be notified of the action taken on their applications by early June or, for the second semester, in December.

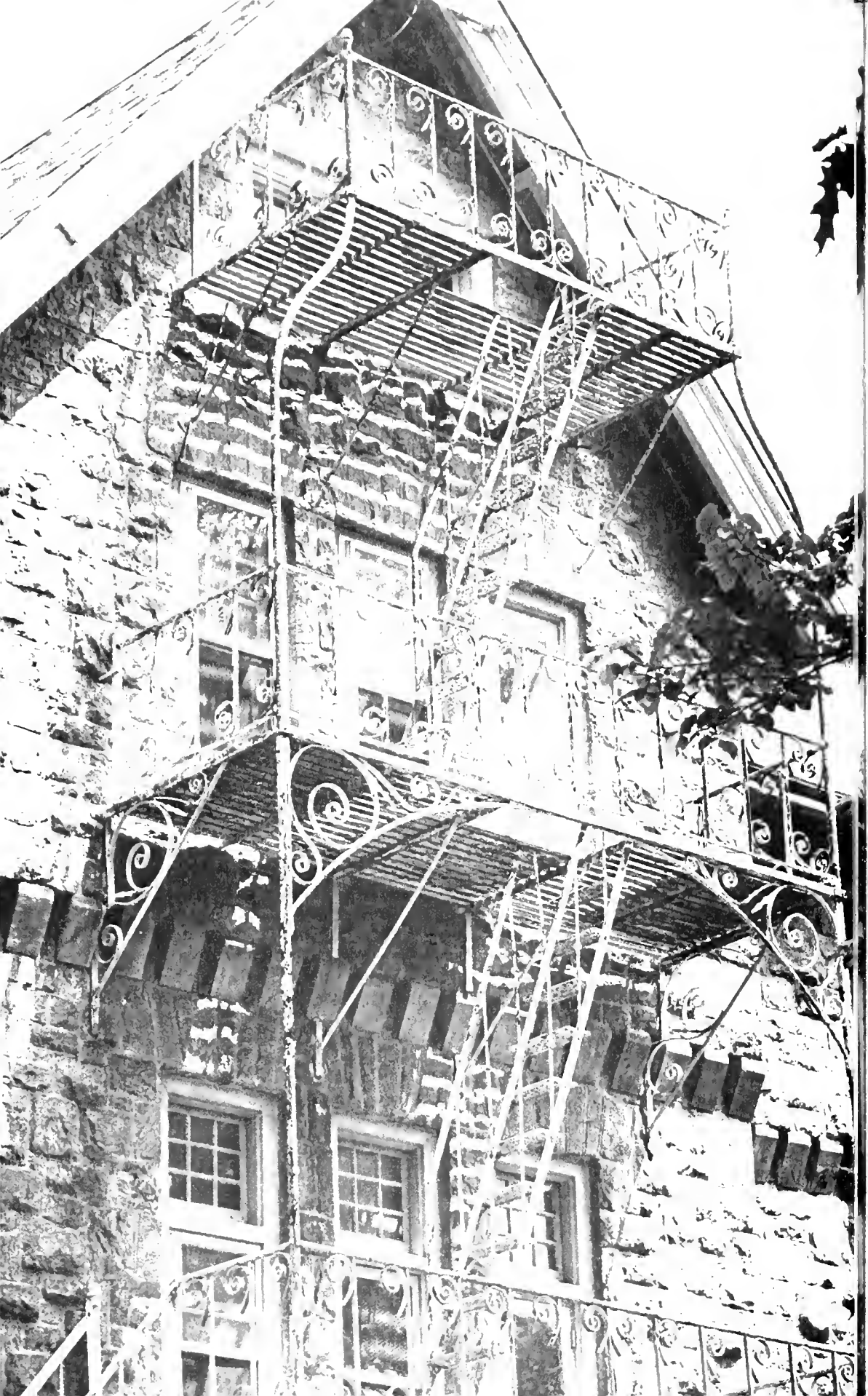
FOREIGN STUDENTS

Bryn Mawr welcomes applications from foreign citizens who have outstanding secondary school records and who meet university entrance requirements in their native countries.

Application forms and instructions are available from the director of admissions. Foreign applications should be filed early in the year preceding entrance and must be complete by January 15. No application fee is required.

Foreign applicants will be asked to take the Scholastic Aptitude Test of the College Board. Achievement tests are recommended but not required. Test registration information may be obtained from the College Board, Box 592, Princeton, New Jersey 08540. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

Foreign applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English unless they have studied in an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained by writing to the Educational Test Service, Princeton, New Jersey 08540.



MERION HALL

Built in 1885 by Addison Hutton, Merion Hall was Bryn Mawr's first dormitory, originally accommodating fifty students in richly-panelled rooms with fireplaces and window seats. Resembling Taylor in its monochromatic Victorian Gothic exterior, Merion's four stories overlook Merion Green, site of Bryn Mawr's annual May Day celebration, and Senior Row, two parallel rows of stately trees through which generations of May Day hoop-rollers and Commencement day visitors continue to pass.

Modern renovations to Merion have included the redivision of space to accommodate more students and the addition of closet space. Sunlight still penetrates Merion's stairways through stained glass windows, and engraved plaques in many of the rooms recall the names and class years of Merion residents since the early days of the College.



COMBINED BACHELOR OF ARTS AND MASTER OF ARTS DEGREE

Bryn Mawr students who are exceptionally qualified, while undergraduates, may undertake graduate work leading to the degree of Master of Arts. Such students should file individual plans of study in advance for approval by the department chairman, the dean of the Undergraduate College, the Undergraduate Curriculum Committee, the dean of the Graduate School of Arts and Sciences, and the Graduate Council.

ADMISSION TO SPECIAL ACADEMIC PROGRAMS

The Division of Special Studies was initiated in 1979 to coordinate the activities of non-matriculated students in the undergraduate and graduate colleges. All applicants to the programs listed below are subject to a rigorous selection procedure. Information, application forms, and instructions for applying to the following programs may be requested from the associate dean and director of Special Academic Programs, Taylor Annex, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010.

Special Students

Highly qualified men and women and gifted high school students who do not wish to undertake a full college program leading to a degree may apply for admission as special students to take courses on a fee basis prorated according to the tuition of the Undergraduate College, space and resources permitting. Men and women 60 years of age and older qualify to take courses at one-half the special student tuition.

Post-Baccalaureate Premedical Program

Men and women who hold degrees but need additional undergraduate training before making initial application to schools of medicine, dentistry, and veterinary medicine may apply as post-baccalaureate students. The program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and is in no sense a remedial program. Applications are considered for the fall or summer sessions only. All forms and supporting credentials should be submitted as early as possible because enrollment is limited. Applications are considered as they are received, and decisions are made on a rolling admissions basis.

Five-Year Post-Baccalaureate/M.D. Programs

Students applying for the Post-Baccalaureate Premedical Program may elect to apply at the same time for provisional acceptance into one of four schools of medicine: Dartmouth Medical School, Hahnemann University School of Medicine, The Medical College of Pennsylvania, The University of Rochester School of Medicine. The student accepted by one of the four schools is eligible to enter the first freshman class following satisfactory completion of the Bryn Mawr course of post-baccalaureate study.

Five-Year Post-Baccalaureate/D.M.D. Program

Pre-dental students applying for the Post-Baccalaureate Program may elect to apply at the same time for provisional acceptance into the University of Pennsylvania School of Dental Medicine. If accepted by both Bryn Mawr and the University of Pennsylvania, the student is eligible to begin dental studies immediately following successful completion of the post-baccalaureate course of study.

Summer Courses

Some intensive courses from Bryn Mawr's regular curriculum are offered during ten-week summer sessions. Each course carries full academic credit (four semester hours for a five-week session, eight semester hours for the full session). Courses in science, mathematics, and language are currently available.

Alumnae/i College

Under certain circumstances, Bryn Mawr alumnae/i who have received one or more degrees from Bryn Mawr College (A.B., M.A., M.S.S., M.L.S.P., Ph.D.) are

entitled to take courses in the Undergraduate College at one-half the normal tuition. Admission to all courses must follow approved admissions procedures and specific courses are open on a space-available basis.

WITHDRAWAL AND READMISSION

A student who has withdrawn from the College is not automatically readmitted. She must request readmission and should consult her dean and the director of admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested. Applications for readmission will be reviewed twice during the year, in late February and in June. Students who file an application by February 1 will be notified of the committee's decision in early March and may then enter the room draw by proxy. Those who file by June 1 will be notified late in June.

FEES See current fee schedule Appendix.

FINANCIAL AID AND SCHOLARSHIPS

All students are, strictly speaking, on financial aid in the sense that their tuition fees cover only part of the costs of instruction. To those students well qualified for education in liberal arts and sciences but unable to meet the college fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowment for scholarships; annual gifts from alumnae and alumnae clubs and from industrial and professional groups add to the amounts available each year. It is now possible to provide at least partial aid for approximately forty percent of the undergraduate students in the College. The value of the scholarships ranges widely, but the average grant in 1984-85 was approximately \$6,280.

Initial requests for financial aid are reviewed by the Financial Aid Office and judged on the basis of the student's and her family's financial situation. Financial aid awarded at entrance is renewable throughout the student's four years at the College, assuming satisfactory progress toward the degree and continued financial need. Application for renewal must be made annually. Bryn Mawr College, as a member of the College Scholarship Service of the College Entrance Examination Board, subscribes to the principle that the amount of aid granted a student should be based upon financial need. The College does not have financial aid funds which are awarded solely on the basis of academic achievement. The service assists colleges and other agencies in determining the student's need for financial assistance. All applicants must submit the Financial Aid Form (FAF) in support of application for financial aid. When the total amount of aid needed has been determined, awards are made in the form of grants, loans, and jobs.

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College, and the second is based on government funds made available through the National Direct Student Loan program. Full descriptions can be found on page 199.

Another federally funded program, the College Work-Study Program, enables the College to expand on-campus employment opportunities for qualified students.

Bryn Mawr's financial aid policies are described in greater detail in a brochure which is available upon request.

APPLICATIONS FOR FINANCIAL AID AT ENTRANCE

Application forms for financial aid are included in application materials sent to applicants who have submitted the preliminary application for admissions. Each candidate for aid must also file with the College Scholarship Service the Financial

Aid Form. These forms must be filed with the College and with the College Scholarship Service no later than January 15 of the student's final year in high school in the case of regular applicants, and no later than November 1 in the case of applicants under the Early Decision Plan. Applications for financial aid for transfer students are due no later than March 1.

As the cost of tuition continues to increase, the number of applicants requiring financial assistance also increases. The funds available for award, however, are not growing at the same rate and the competition for financial aid funds therefore increases. Each year the College is in the position of admitting some academically qualified applicants who need financial assistance but to whom no aid can be granted.

Since scholarship funds of the College are not sufficient to cover the needs of the many well-qualified applicants, students are urged to consult with their school counselors about national and local scholarships which may be available and to submit appropriate applications. Specific questions regarding aid at Bryn Mawr should be asked of the director of financial aid.

RENEWAL OF UNDERGRADUATE FINANCIAL AID

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining satisfactory progress toward the degree and on her continued need for assistance. Adjustments are made each year to reflect the changes in the financial situation of the family.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed with the College Scholarship Service no later than March 1.

For a list of scholarship funds and prizes see page 179; for a list of loan funds see page 199.

ACADEMIC AND RESIDENTIAL FACILITIES

LIBRARIES

The Mariam Coffin Canaday Library was officially opened in April 1970. The collections for the humanities and social sciences are largely in the Canaday Library, except for art and archaeology in the M. Carey Thomas Library and psychology in Dalton Hall. In addition, there are libraries for the sciences and mathematics in the Science Center. The collections of the Haverford College Library, which complement and augment those of Bryn Mawr, are equally accessible to the students.

Bryn Mawr's libraries operate on the open-stack system, allowing students free access to the collections, which comprise approximately 728,000 volumes. A Union Catalogue for all the libraries of Bryn Mawr and Haverford is located in the Canaday Library, as are the basic reference and other service facilities of the system. Students are urged to familiarize themselves with the various aids provided for study and research. A series of pamphlets on library use is available for handy reference, and the staff of librarians may be consulted for further assistance.

The John D. Gordon Reference Center provides a focus for reference books and services in the library. In its card catalogue, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library. The library is a member of the Pennsylvania Area Library Network/Union Library Catalogue of Pennsylvania (PALINET/ULC), which locates approximately 7,200,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American

Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania, and Temple University. In addition, through the PALINET component of the PALINET/ULC, the library has access to the OCLC data bank of over 6,500,000 titles catalogued for academic and other libraries throughout the United States. The library also began dial-access bibliographic research services in 1979.

In addition to the books, periodicals, and microfilms basic to a college library, the Canaday Library offers students a small but distinguished collection of research materials among its rare books and manuscripts. The Marjorie Walter Goodhart Medieval Library, for example, provides the basic texts for probing the mind of the late Middle Ages and the thought of the emerging Renaissance. These treasures are supplemented by a growing collection of sixteenth-century texts. Another noteworthy resource is the Louise Bulkley Dillingham Collection of Spanish-American books, which range from sixteenth-century exploration and settlement to contemporary Spanish-American life and culture.

The Rare Book Room houses the Marjorie Walter Goodhart Medieval Library of incunabula and medieval manuscripts. Important and extensive collections of early material on Latin America, Africa, and Asia are to be found in the Dillingham, McBride, and Plass collections. The Castle and Adelman collections expand the opportunities for the study of the graphic arts in books. In addition to these special collections are numerous rare books and manuscripts.

The M. Carey Thomas Library houses the books and other study materials of the departments of Classical and Near Eastern Archaeology and History of Art and the Department of Visual Resources. Also in Thomas is the Quita Woodward Memorial Room for recreational reading, with recent books on literature, art, religion, and current affairs as well as many classics. The Record Club's collection is also housed and serviced here.

Haverford and Swarthmore Colleges and the libraries in Philadelphia are generous in making their resources available to students. The Union Library Catalogue of Philadelphia enables students to locate easily the material in approximately one hundred seventy-five libraries in the Philadelphia metropolitan area.

Students wishing to use another library for material not available at Bryn Mawr must secure from the head of the public services department of the library a letter of introduction stating the subject to be consulted.

ARCHAEOLOGY COLLECTIONS

The Ella Riegel Museum of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, and a selection of pre-classical antiquities. The museum was formed from private donations such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Museum an extensive series of pottery samples from the excavations at Tarsus in Cilicia. The collections are used for small research projects by undergraduate and graduate students.

ANTHROPOLOGICAL COLLECTIONS AND LABORATORY

Bryn Mawr houses several large collections of New World artifacts, including the W.S. Vaux Collection of archaeological and ethnological materials. This important collection, made during the last half of the nineteenth century, has as its main

emphasis the artistic works of New World Indians. The Anne and George Vaux Collection represents a wide selection of American Indian basketry from the Southwest, California, and the Pacific Northwest. The extensive Ward Canaday Collection contains outstanding examples of most of the ceramic and textile traditions for which Peru is known. Other comprehensive collections, given by faculty and friends of the College, represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian, and Mexican antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world. The anthropology laboratories are used by undergraduate and graduate students.

LABORATORIES

The teaching and research in the sciences and mathematics takes place in laboratories and classrooms at two separate locations on the campus. Work in biology, chemistry, geology, mathematics, and physics is carried out in the Science Center, which is an interconnected complex consisting of Park Hall, the Biology Building, and the Physical Sciences Building, and work in computer science and psychology is carried out in Dalton Hall (with computing soon to move into an adjacent building now under construction which will be completed in spring 1986).

In the sciences, laboratory work is emphasized at all levels of the curriculum. The science departments have excellent facilities for laboratory teaching; in addition, they are particularly well equipped for research because they serve the educational needs of students working toward M.A. and Ph.D. degrees as well as students working toward the A.B. degree. As a consequence, not only are advanced undergraduates provided with opportunities to carry out research with sophisticated modern equipment, but also they are able to do so with the intellectual companionship of graduate students as well as faculty members. Among the major laboratory instruments available at the College are: a transmission electron microscope, a Zeiss universal microscope with Nomarski optics, an amino acid analyzer, a Fourier transform nuclear magnetic resonance (nmr) spectrometer, additional pulsed nmr equipment for studies of solids, a mass spectrometer, equipment for X-ray diffraction, a wide variety of lasers, and instruments for various kinds of spectroscopy, including infrared, Raman, visible, ultraviolet, fluorescence, and atomic absorption. In addition, custom-designed equipment for special research projects is fabricated by a staff of two expert instrument makers and a glass blower in the College's instrument shop in the Science Center.

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections, including the George Vaux, Jr., Collection and the Theodore D. Rand Collection of approximately 10,000 specimens each, and a fine fossil collection. On deposit from the United States Geological Survey and the Defense Mapping Agency are 40,000 maps.

COMPUTING CENTER

In 1979 the College acquired a Hewlett-Packard (HP) 3000 computer, featuring two megabytes of memory and 480 megabytes of mass storage, tape drive, and three line printers. Interactive computing is supported through about three dozen terminals on campus, most of which are HP CRTs. The languages Pascal, FORTRAN, and C are those used primarily for teaching and research; APL and SPL (HP's own language) are also available. Also from HP are IMAGE and QUERY (hierarchical

database management), VPI.US (full-screen data entry), and DSG, HPDRAW, and HPMAP (graphics). There are packages available from IMSL (International Mathematical and Statistical Library), SPSS (Statistical Package for the Social Sciences), BMDP (biomedical statistical package from UCLA), DYNAMO (for DYNAMIC MOdeling), SYMAP (cartography) from Harvard, and DSS (differential equations) from Lehigh. A number of other useful programs from other HP users and Bryn Mawr faculty, staff, and students have become part of our library. Bryn Mawr is also a member of the UniColl Corporation, a regional computer consortium in Philadelphia which provides the resources and technical support of an IBM main-frame computer, and an institutional member of the ACM (Association for Computing Machinery), which includes subscriptions to various journals about computing and computer science.

In 1986, a new building for computing services and computer science will be completed. The building will house a new academic computing system, classrooms, offices, and work areas for one hundred students.

THE SOCIAL SCIENCE DATA LABORATORY AND LIBRARY

The Department of Sociology maintains the Social Science Statistical Laboratory, which consists of a terminal cluster and printer remotely accessing the College's HP 3000, work area, and classroom, and is staffed by undergraduate user consultants. A data library of machine-readable data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the City of Philadelphia, national and cross-national economic statistics, ethnographic data files for cross-cultural study, and a collection of material relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

LANGUAGE LABORATORY

The modern language departments jointly maintain a language laboratory. Its library of tapes contains recordings from the various literatures as well as material especially prepared for language drills. The simple but versatile equipment offers opportunities to improve both the speaking and comprehension proficiency of the student of foreign languages. The College plans to outfit a more comprehensive facility in the near future.

FACILITIES FOR THE ARTS

The College has two dance studios, and Goodhart and Thomas Halls provide larger performance spaces. Students wishing to practice piano or other instruments may reserve time in one of five available practice rooms. The Arnecliffe Studio has facilities for painting and print-making under the supervision of the artists-in-residence.

HALLS OF RESIDENCE

Halls of residence on campus providing full living accommodations. Denbigh, Merion, Pembroke East, Pembroke West, Brecon, and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman, Class of 1921 and member of the Board of Directors. The Clarissa Donnelley Haffner Hall, which brings together into a "European village" three houses for students of French, German, Italian, and Spanish was opened

in the fall of 1970. A Russian House is also provided. Perry House is a Black Cultural Center and residence.

The College offers a variety of living accommodations, including single and double rooms and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors, curtains, and any other accessories they may wish.

The maintenance of halls is the responsibility of the director of administrative services and the executive director of housekeeping. At the end of the year, each student will be held responsible for the condition of her room and its furnishings.

THE BERN SCHWARTZ GYMNASIUM

The center of the College's physical education program is the Bern Schwartz Gymnasium, dedicated in October, 1983. This new 50,000 square foot facility houses an eight-lane swimming pool and separate diving well, courts for basketball, badminton, and volleyball, a gymnastics room and dance floor, and weight training equipment.

THE CENTENNIAL CAMPUS CENTER

The Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in May, 1985. As the center for non-academic life the facility houses a cafe, lounge areas, meeting rooms, an exhibition space for the Arts Program, the College post office, and the bookshop. The Office of Student Services, the Student Self-Government Association office, and the Women's Center are also located here. Students, faculty, and staff utilize the Campus Center for informal meetings and discussion groups as well as for campus-wide social events and activities.

STUDENT LIFE

THE HONOR CODE

The high degree of trust and responsibility which the College has always given to its students is reflected in the academic and social honor codes. These delegate to the individual students responsibility and integrity in their social behavior. Responsibility for administering the academic honor code is shared with the faculty; and Academic Honor Board, comprised of both students and faculty, mediates in cases of infraction. In the social honor code, as in all aspects of their social lives, the students are entirely self-governing; a Social Honor Board, consisting of ten students, mediates in cases where social conflicts cannot be resolved by the individuals directly involved.

The successful functioning of the honor code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the honor code makes great demands on the student's maturity and integrity, it also grants them an independence and freedom which they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

STUDENT ADVISING

The class deans are responsible for the general welfare of undergraduates, and students are free to call upon them for help and advice on both academic and general

matters. In addition to deans, students may consult the director of student services, the foreign student adviser, the director of financial aid, and the director of career development. The wardens of residence halls, who are members of the dean's staff, are available for advice and assistance in the residence halls. The College physician, the consulting psychiatrists, and counselors are also available to all students.

For freshmen and transfer students, the College and the Bryn Mawr-Haverford Customs Week Committee provide a period of orientation. Freshmen and transfers come into residence before the College is opened to upperclassmen. The wardens and the Customs Week Committee welcome them, answer questions, and give advice. New students with their parents may meet at that time with the president. In addition, faculty members are available for consultation, and all incoming students have individual appointments with the deans to plan their academic programs for the year. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with other aspects of college life.

RESIDENCE

Residence in the college buildings is required of all undergraduates with these exceptions: those who live with their families in Philadelphia or the vicinity and those who live in houses or apartments of their own choosing after having received permission to do so from the College. In the latter instance, it is the responsibility of students to obtain permission from their parents.

The College maintains the halls of residence in order to provide simple, comfortable living for its students. It expects students to respect its property and the standards on which the halls are run. A printed statement of residence regulations is included in the student handbook. Failure on the part of a student to meet the requisite standard in the care of her room may cause the College to refuse her residence the following year.

College officers called wardens are in charge of the residence halls. They are single women or married couples who are close to the undergraduates in age and engaged in graduate studies at the College. They are responsible for the general well-being of the students in the hall. Wardens in some of the larger halls are assisted by undergraduate hall advisers. Wardens and hall advisers work with the student officers who are responsible for the functioning of the social honor code within the halls.

The halls are open during fall break, but for winter and spring vacations special arrangements must be made by students who wish to remain in residence. They must pay a special fee and must live in an assigned dorm.

COEDUCATIONAL DORMITORIES

Coeducational dormitories on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. In addition, Haverford College has made available a number of dormitories and suites for Bryn Mawr students. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of coeducational housing units change each year.

LANGUAGE HOUSES

Haffner Hall, which opened in the fall of 1970, is comprised of separate units for qualified students of French, Italian, German, and Spanish. Students from Bryn Mawr and Haverford interested in the study of Russian have independent facilities in Russian House.

Undergraduates who wish to live in a language house should apply to the head of the appropriate department during room draw. Adequate preparation in the lan-



RADNOR HALL

Closely resembling Merion in its rough stone exterior, simple ornament, and strongly shaped gables, Radnor Hall, Bryn Mawr's second dormitory, is considered a transitional design, heralding the College's second generation of campus buildings. Designed by Walter Cope and John Stewardson, originators of the popular Collegiate Gothic architectural style in the United States, Radnor demonstrates freedom and originality in its bold massing and sculptural chimneys. Its sharp angles also link it to the work of innovative Philadelphia architect Frank Furness.

At its opening in 1887, Radnor accommodated fifty-seven students; it remains still the smallest dormitory on the Bryn Mawr campus, housing students in a variety of single and double rooms on three floors. Recent renovations have included the decoration of Radnor's living room, hallways, and common rooms in period shades of ochre, yellow, and beige. Radnor is among the eight buildings on Bryn Mawr campus named to the National Register of Historic Places in 1979.



guage is a prerequisite and those who are accepted agree to participate in the activities of the house and to avail themselves of opportunities to converse in the foreign language. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language.

NON-RESIDENT STUDENTS

For non-resident students, locked mailboxes are available in the Campus Center. Non-resident students are liable for all undergraduate fees except those for residence in a hall. Non-resident students are entitled to full use of all out- and in-patient health services with a charge for each service rendered.

INSURANCE

The College is not responsible for loss due to fire, theft, or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

HEALTH SERVICE

The College health service provides medical consultation without fee for residential students, and for a nominal fee for students living off campus. If drugs, tests, special consultation, or private nursing care is necessary, the student must meet the expense. Inpatient care is provided for students who require nursing care or isolation but do not require hospitalization.

A counseling service is available to all students. Consultation with a psychological social worker or psychiatrist can be arranged by appointment through the Infirmary secretary. Counselors can be reached through the Infirmary in cases of emergency. A charge, determined on a sliding scale based on ability to pay, is made for visits to the counseling service in excess of four. Should long-term therapy be necessary, the student is referred for outside private care.

The College reserves the right to require a student to withdraw for reasons of health.

MEDICAL REQUIREMENTS

All entering students must file medical history and evaluation forms with the health service before registration for classes.

MEDICAL INSURANCE

All undergraduate students are required to carry health insurance valid in the United States. For those who need coverage, student policies are offered.

LEAVE OF ABSENCE

A student whose status at the College is not in question may apply to her dean for a leave of absence. A leave may be requested for one or two semesters and, once approved, reinstatement will be granted contingent upon residential space available at the time a student wishes to return to the College. Application must be made in writing by July 1 of the academic year preceding the requested leave (or November 1 for second-semester leave). The deans and members of the student's major department will review any questions raised by the student or her dean regarding the approval of leave. In case of study at another institution, either foreign or domestic, the transfer of credits will be treated in the usual manner by the Transfer Credit Committee. A student should confirm her date of return, by letter to her dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester.

A student extending her leave beyond the approved period must apply for readmission.

MEDICAL LEAVE OF ABSENCE

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. Permission to return will be granted upon evidence of recovery.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the act.

Copies of Bryn Mawr's policy regarding the act and procedures used by the College to comply with the act can be found in the Office of the Undergraduate Dean.

Questions concerning the Family Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I	Name, address, dates of attendance, class
Category II	Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
Category III	Date of birth
Category IV	Telephone number
Category V	Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. on the second Friday of September. Forms requesting the withholding of "directory information" are available in the Office of the Recorder. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of "directory information" indicates individual approval of disclosures.

EQUALITY OF OPPORTUNITY

Bryn Mawr College does not discriminate on the basis of race, color, national or ethnic origin, religion, sexual preference, age, or handicap in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with this legislation and other policies regarding non-

discrimination may be directed to the Equal Opportunities Officer who administers the College's procedures, Taylor Hall.

THE BRYN MAWR-HAVERFORD CAREER DEVELOPMENT OFFICE

Students and alumnae are invited to make use of the services of the Career Development Office, which include: career and job counseling; Bi-College group and private sessions on resume writing and job-hunting techniques; information on and referrals for on- and off-campus part-time jobs and summer and permanent positions; scheduling on-campus interviews with business and government recruiters; maintaining and furnishing to employers, upon request, credentials files containing biographical data and letters of recommendation.

During the academic year the office sponsors career conferences to provide students with a broader knowledge of career options. These conferences have focused within recent years on careers for women in law, science, the arts, business and management, and computer science.

In cooperation with the alumnae/i, the office provides students with access to a network of graduates who make themselves available to students for personal consultation on career-related questions and who in practical ways assist students in determining their career fields. Students interested in exploring specific career fields may participate during spring vacation in the extern program, working as "shadow colleagues" with sponsors who are specialists in these fields.

Bryn Mawr participates in the Federal College Work Study Program established by the Economic Opportunity Act of 1964. This program provides funds for campus jobs for students who meet the federal eligibility requirements. Students interested in this program should consult the director of financial aid. (See page 25).

CHILD CARE

New Gulph Children's Center

Child care is available for Bryn Mawr and Haverford College families on a space-available basis at the New Gulph Children's Center, Conestoga and Sproul Roads, Villanova, just ten minutes from campus. Children three months through six years old are eligible. The center is open five days a week, 7:30 a.m. to 5:30 p.m.

The center, conducted by a professional staff, incorporates appropriate age group development activities with high quality group care, plus nursery school and kindergarten programs. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty, and alumnae parents. A minimum of 13.5 hours of regular use per week is required.

The fee scale is based on the age of the child and the number of hours. Tuition for the semester is payable in full or in monthly installments. Early registration for all programs is essential. For more information contact the director at (215) 688-2411.

Phebe Anna Thorne School

Situated on the Bryn Mawr campus, the Thorne School is a laboratory school run in cooperation with the Graduate Department of Human Development. Young children from nearby communities, aged two to five, are enrolled in creative pre-kindergarten programs. The school offers half-day and extended day sessions Monday through Friday, September through June. For fees and information, write or telephone the director, Phebe Anna Thorne School, Bryn Mawr College, Wyndon and Roberts Road, Bryn Mawr, Pennsylvania 19010. (215) 527-5490.

GEOGRAPHICAL DISTRIBUTION

1985-86

Undergraduate Degree Candidates

The students are from 49 states, plus the District of Columbia and Puerto Rico, and 44 foreign countries with distribution as follows:

U.S. Residence

1. <i>New England</i>	
Maine	8
New Hampshire	10
Vermont	4
Massachusetts	54
Rhode Island	6
Connecticut	31
	<hr/>
	114 (11.6%)

2. <i>Middle Atlantic</i>	
New Jersey	112
New York	205
Pennsylvania	135
	<hr/>
	451 (45.9%)

3. <i>East North Central</i>	
Ohio	26
Indiana	7
Illinois	25
Michigan	10
Wisconsin	9
	<hr/>
	77 (7.8%)

4. <i>West North Central</i>	
Minnesota	10
Iowa	5
Missouri	3
North Dakota	2
South Dakota	0
Nebraska	1
Kansas	4
	<hr/>
	25 (2.5%)

5. <i>South Atlantic</i>	
Delaware	6
Maryland	54
District of Columbia	6
Virginia	28
West Virginia	5
North Carolina	7
South Carolina	0
Georgia	6
Florida	16
Puerto Rico	3
Virgin Islands	0
	<hr/>
	131 (13.3%)

6. <i>East South Central</i>	
Kentucky	5
Tennessee	6
Alabama	3
Mississippi	0
	<hr/>
	14 (1.4%)

7. <i>West South Central</i>	
Arkansas	1
Louisiana	6
Oklahoma	4
Texas	12
	<hr/>
	23 (2.3%)

8. <i>Mountain</i>	
Montana	4
Idaho	2
Wyoming	2
Colorado	7
New Mexico	2
Arizona	18
Utah	1
Nevada	3
	<hr/>
	39 (4.0%)

9. <i>Pacific</i>	
Alaska	3
Washington	18
Oregon	12
California	68
Hawaii	9
	<hr/>
	110 (11.2%)

Foreign Residence

Algeria	2	Korea	4
Argentina	1	Kuwait	2
Australia	1	Malaysia	1
Belgium	4	Mexico	1
Bermuda	2	Morocco	2
Bolivia	1	Nepal	1
Brazil	1	Netherlands	1
Canada	6	Pakistan	4
China	2	Peru	1
Cyprus	2	Philippines	3
England	5	South Africa	1
France	7	Saudi Arabia	2
Ghana	2	Scotland	1
Greece	3	Singapore	3
Hong Kong	3	Spain	1
Hungary	1	Sri Lanka	1
India	6	Sweden	1
Israel	1	Switzerland	3
Italy	2	Taiwan	1
Japan	6	Thailand	1
Jordan	1	Turkey	2
Kenya	2	West Germany	2

Totals: U.S. Residence	984 (90.9%)
Foreign Residence	99 (9.1%)

CURRICULUM

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. It encourages independence within a rigorous but flexible framework of divisional and major requirements, and fosters self recognition for individuals as members of diverse communities and constituencies: national, socio-economic, ethnic, and sexual.

The Bryn Mawr curriculum obtains further breadth through inter-institutional cooperation. In May, 1977, the faculties at Bryn Mawr and Haverford Colleges approved a two-college cooperative plan for the curriculum. Virtually all undergraduate courses and all major programs at each college are open to students from both, greatly increasing the range of available subjects. Full-time Bryn Mawr students may also take courses at Swarthmore College and at the University of Pennsylvania during the academic year without payment of additional fees.

REQUIREMENTS FOR THE DEGREE AT BRYN MAWR

The degree of Bachelor of Arts is conferred upon students who have completed the requirements described below.

Unit Requirement

All candidates for the A.B. degree shall present 32 units¹ of work.

Summary of Requirements

In brief outline, each student's program will include:

- A. eight courses to meet the divisional requirements;
- B. two courses in English composition, unless she is exempted;
- C. work to demonstrate the required level of proficiency in foreign language and/or mathematics;
- D. a major subject sequence;
- E. elective units of work to complete an undergraduate program of at least 32 courses.

Divisional Requirement

Students who matriculated before September 1983 may satisfy divisional requirements according to either the unrevised or the revised regulations. Students who matriculated in 1983-1985 must satisfy the revised regulations. Students who matriculated in or after September 1985 must satisfy the new requirements.

- A. The unrevised regulations are as follows.

Students must complete two courses in one subject for each of the four following disciplinary groups (exception: Group III, see footnote 8), at either Bryn Mawr or Haverford Colleges. The Curriculum Committee will consider petitions from individual students for exceptions to the divisional requirements.

<i>Group I</i>	<i>Group II¹</i>	<i>Group III⁶</i>	<i>Group IV⁷</i>
History	Biology	English	History
Philosophy	Chemistry	Literature	Philosophy
Anthropology ²	Geology	Modern	Archaeology
Economics	Physics	Literatures	History of Art
Education	Psychology 101 ⁶	Classical	History of
Political Science	(Mathematics) ⁷	Literatures	Religion ⁹
Psychology ¹			Music ¹⁰
Sociology ⁴			

- B. The revised regulations for meeting the divisional requirements are as follows.

Students must complete two courses in each of four disciplinary groups (for Group II, both courses must be in the same subject). The four divisions are:

- I. Social Sciences
- II. Laboratory Sciences
- III. Literature
- IV. Humanities

The course guide, issued each semester, lists the courses which may be used to fulfill the divisional requirements. The Curriculum Committee will consider petitions from individual students for exceptions.

- C. The new regulations for meeting the divisional requirements are as follows.

Each student must complete six courses outside the division of her major subject. Normally this requirement is met with two courses from each of three divisions; however, a student may present one unit from one division, two units from a second division, and three units from a third division.

1. A unit of work is the equivalent of four semester hours
2. Anthropology 101, 102, if at Bryn Mawr.
3. Two semester courses chosen from: 206, 207, 208, 210, 305, 309, any Haverford courses numbered 111 and above, with the exception of 112f, 113f, and 240b.
4. At least one semester of work at the 100-level is required
5. Two units of work in laboratory science to meet the Group II requirement must include a laboratory that meets a minimum of three hours a week.
6. Or in special cases Psychology 201 and 218.
7. Mathematics may only be used to fill a group requirement under the conditions outlined in IV3b below.
8. For combinations of literature courses to meet the Group III divisional requirement, a student must consult her dean.
9. Or Religion (at Haverford).
10. For music courses which meet the Group IV requirement, a student must consult her dean. Courses in music performance do not meet the requirement.

The four-divisions of this curriculum are somewhat different from the groups of the preceding curriculum.

- | | |
|---|----------------------------|
| I. Social Science | II. Laboratory Science and |
| III. Literature, Criticism,
and the Arts | Mathematics |
| | IV. Historical Studies |

Major programs are assigned to divisions as follows:

I. Anthropology, Economics, Growth and Structure of Cities, Political Science, Psychology (at Haverford), Sociology.

II. Astronomy (at Haverford), Biology, Chemistry, Geology, Mathematics, Physics, Psychology.

III. Classical Languages, Classical Studies, English, Fine Art, French, German, Greek, Italian, Latin, Music (at Haverford), Philosophy, Romance Languages, Russian, Spanish.

IV. Classical and Near Eastern Archaeology, History, History of Art, History of Religion, Religion (at Haverford).

3. Divisional credit is assigned by course. Most courses are assigned to the division of the major program in which they are offered. Some courses, however, are not, especially in divisions III and IV. The divisional credit assigned to courses is published by the recorder. Note: Some courses will carry different divisional credit in the two curricula. Each student is responsible for understanding what divisional credit she may earn for the courses she takes.

The following directions and qualifications are to be noted by all students:

- A. The requirements in Group II must be met before the start of the senior year.
- B. A student (not majoring in subjects under Group II), meeting either the unrevised or the revised requirement may elect two other courses under Group II, including mathematics, as an alternative to any one of her other divisional requirements.
- C. No course may satisfy more than one divisional requirement. A student may not use courses in her major subject to satisfy more than one divisional requirement.
- D. English 015 and 016 do not meet the divisional requirement in Group III.

English Composition, Foreign Language, and Mathematics Requirements:

In addition to the divisional requirements, each student who matriculates before September 1984 must:

- A. Include in her program two semesters of English composition (English 015-016) unless she has achieved a score of 5 on the Advanced Placement Test. The Department of English also administers an exemption test.
- B. Achieve a certain level of proficiency in two foreign languages or in one language and mathematics, the level to be demonstrated in one of the following ways:
 - 1. She may demonstrate a knowledge in each of two foreign languages by
 - a. passing an examination offered by the College every spring and fall, or
 - b. passing with an average grade of at least 2.0 in two units at Bryn Mawr above the elementary level, or
 - c. attaining a score of at least 650 (in one language) on a College Board Achievement Test taken in the junior or senior year in high school or by passing with an honor grade an Advanced Placement Test in French or German, or honor grades in two Advanced Placements in Spanish or Latin.
 - 2. She may offer one language to be tested as described above and demonstrate proficiency in mathematics by

- a. attaining a grade of 4 or 5 on the Advanced Placement Test, or
 - b. passing an examination offered by the Department of Mathematics each spring and fall, or
 - c. achieving an average grade of at least 2.0 in mathematics (two courses to include at least one course in calculus).
3. She may offer one language to an advanced level of proficiency to be demonstrated by passing with an average grade of at least 2.0 two units at the 300 level.
 4. Transfer students will be allowed to meet one of the mathematics or language requirements at their previous institution.

Each student who matriculates in and after September 1984 must:

- A. Include in her program two semesters of English composition (English 015-016) unless she has achieved a score of 5 on the Advanced Placement Test. The Department of English also administers an exemption test.
- B. *Competence in Language:* A knowledge of one language other than English (or other than the student's language of origin) to be demonstrated by
 1. passing a proficiency examination offered by the College every spring and fall, or
 2. Attaining a score of at least 650 in a language achievement test of the College Entrance Examination Board (CEEB), or by passing with an honor grade an Advanced Placement test, also offered by CEEB, in French, German, Spanish, or Latin, or
 3. completing in College two courses above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course.
- C. *Competence in Mathematics:* Students must satisfy each of the two requirements below:
 1. Readiness for college-level mathematics to be demonstrated at entrance or before final registration for the second semester of the sophomore year by
 - a. a score of at least 620 in the mathematical section of the SAT (students whose scores are below 620 must take the Bryn Mawr College placement test), or
 - b. a score of at least 3 on an Advanced Placement calculus exam (NB: although a score of 3 demonstrates competence, it will not be given AP credit), or
 - c. passing a proficiency and placement test administered by the College, or
 - d. achieving a grade of 2.0 or higher in any college course in mathematics.
 2. Work in college-level mathematics or quantitative skills to consist of:
 - a. passing with an honor grade an Advanced Placement examination in mathematics, or
 - b. passing one course in mathematics at the 100-level or above, or
 - c. passing one course from the following list of courses which teach or use quantitative skills: any course in computing, Economics 203, Philosophy 213, 214, 215, 218; Psychology 205, or Sociology 265. Additional courses will be added to the list; a student should consult her dean for new offerings.
- D. *Additional Work in Language or Mathematics:*
 1. A foreign language to an advanced level, defined as passing two courses at the 200 level or above with an average grade of at least 2.0 or a grade of at least 2.0 in the second course, or passing a proficiency test, the nature and standard of which are determined by the departments of foreign languages with the approval of the Committee on Curriculum, or



DENBIGH HALL

Collegiate Gothic designs introduced by Cope and Stewardson to the United States at Bryn Mawr include Denbigh Hall, opened in 1891 as the third residence hall. Originally built to accommodate sixty students, the spacious, three-story structure was gutted by fire in 1902; the fire was extinguished with help from Haverford College men and all students escaped safely. Since the fire was believed to have been caused by an overturned oil lamp, new plans for the rebuilding of Denbigh called for the installation of a central power plant on campus, replacing gas and student's lamps with electric light, heat, and hot water. Modern renovations to Denbigh include the addition of single and double rooms in the former attic space, carpeting throughout, and the installation of recessed lighting in hallways and student rooms.



2. knowledge of a second foreign language to be demonstrated in the same way as knowledge of the first (above B), or
3. two courses in mathematics at the 100 level or above, including at least one semester of calculus. Only those students who take course work in mathematics below the 100 level to meet the requirement for competence may use the same 100 level course to satisfy both 2,b above and half of this requirement of additional work.

Major Requirements

At the end of the sophomore year each student must choose a major subject and, in consultation with the department adviser, plan an appropriate sequence of major courses. Students may choose to major at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College.

A student with unusual interest or preparation in several areas could consider an independent major, one of the interdepartmental majors, a double major, a major with a strong minor, or a concentration involving work in several departments built around one major as a core. Such programs can be arranged by consulting the dean and members of the departments concerned.

A student who wishes to pursue independent study of a special area, figure, or problem within a given discipline, may, if she finds a faculty member willing and able to supervise such work, substitute it for one or two courses.

Minor Requirements

Some departments offer minors in their fields. The requirement is six units of work, courses to be determined by the department.

STANDARDS OF WORK

A. Bryn Mawr uses a numerical grading system consisting of a scale of 4.0 to 0. Each student must attain a grade of 2.0 or above in at least half of her graded courses and a grade of at least 1.0 in the remainder. In all courses in her major subject taken in the junior and senior years she must attain grades of 2.0 or above. Should she receive a grade below 2.0 in such courses, she may be required to change her major.

Each student's work must be of sufficiently high quality to meet the academic standards set by the College. The Council of the Undergraduate College, composed of one faculty member from each department, reviews the records of those students whose work has fallen below the required standard. In such cases the Undergraduate Council may set specific requirements to be met by the student concerned and may also curtail privileges. In some cases the Undergraduate Council may require her to withdraw for a period of time from the College and, in extreme cases, may exclude her.

B. The degree of Bachelor of Arts may be awarded *cum laude*, *magna cum laude*, or *summa cum laude*. In addition, each major department awards honors to a number of its senior students who have demonstrated unusual ability. Departmental requirements, programs, and procedures vary widely. Inquiries should be directed to departmental chairmen.

C. Credit for work taken elsewhere is given as follows:

1. Transfer credits (consult a dean for policy and procedures).
2. Credits from cooperating institutions

Full-time students at Bryn Mawr may register for courses at Haverford College, Swarthmore College, and the University of Pennsylvania during the academic year without payment of additional fees. Credit toward the Bryn Mawr degree will be granted for such courses, as long as they are approved by the student's dean.

3. Summer School Work

A student who wishes to present summer school work for credit should first obtain approval of her plan from her class dean and from the department concerned. No credit will be given for work in which a student has received a grade below 2.0. Credit given will be calculated on an hour-for-hour basis. A total of no more than sixteen semester hours (four units of Bryn Mawr credit) earned in summer school may be counted toward the degree. Of these, no more than eight semester hours (two Bryn Mawr units) may be earned in any one summer.

THE ACADEMIC HONOR SYSTEM

Integrity of all work is demanded of every student. Information about the academic honor system dealing with the conduct of examinations, written quizzes, and other written work is given to all entering students. Any infraction of these regulations or any action contrary to their spirit constitutes an offense. Infractions are dealt with by the academic honor board, which is composed of faculty and students.

SUPPLEMENTARY REQUIREMENTS

1. Physical Education. All students must meet the requirement in physical education (see page 178).

2. Residence. Every candidate for the degree of Bachelor of Arts will normally attend Bryn Mawr College for a period of four years. All students must complete 32 units, 16 of which must be taken while enrolled as a degree candidate at Bryn Mawr College. For all students, at least eight of these units must be completed at Bryn Mawr during the junior or senior year.

3. Full Program of Work. With few exceptions, all students carry a program of four courses each semester and do not spend more than the equivalent of four undergraduate years in completing the work for the A.B. degree.

ATTENDANCE AT CLASSES

Regular attendance at classes is expected. Each instructor will make clear specific standards for attendance. Responsibility for attendance rests solely with each student.

Absences for health or other urgent reasons are excused by a dean, but the student should consult her instructors about making up the work. If it seems probable to her dean that a student's work may be seriously handicapped by the length of her absence, she may be required to withdraw from one or more courses.

EXCLUSION

The College reserves the right to exclude students whose academic standing is unsatisfactory or whose conduct renders them undesirable members of the college community. In such cases fees will not be refunded or remitted in whole or in part; fellowships and scholarships will be cancelled.

PREMEDICAL PREPARATION

Bryn Mawr, through the curriculum in liberal arts and sciences, provides the opportunity to meet requirements for admission to the leading medical schools of the country, and each year a number of its graduates enters these schools. The minimal requirements for most medical schools are met by one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, and one year of physics. Students planning premedical work should consult early in their careers with the appropriate premedical adviser. For a list of scholarships to Bryn Mawr graduates for medical study, see page 199.

POST-BACCALAUREATE PREMEDICAL PROGRAM

A post-baccalaureate premedical program is available to graduates of Bryn Mawr and other four-year accredited institutions. For further information, consult page 24.

PREPARATION TO TEACH

Students majoring in liberal arts fields which are taught in secondary school may, by appropriate planning early in their undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult early in her college career with the chairman of the department concerned and of the Department of Human Development so that she may make appropriate curricular plans. See page 120.

PREPARATION FOR LAW AND BUSINESS SCHOOLS

There is no prescribed program of courses required for admission to law or business schools; a student with a strong record in any field can compete successfully for admission. The College appoints pre-law and pre-business advisers to assist students considering careers in law or business. Any student or alumna wanting to consult these advisers should inquire in the Dean's Office.

THE 3-2 PLAN IN ENGINEERING AND APPLIED SCIENCE

The College has negotiated an arrangement with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year of the engineering and applied science option at the Institute to complete two full years of work there. At the end of five years she will be awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by the California Institute of Technology.

In her three years at Bryn Mawr the student must complete the composition, mathematics, divisional, and foreign language requirements, as well as a prescribed science program and the basis for a Bryn Mawr major (probably, though not necessarily, in either mathematics or physics). Students considering this option should consult the dean at the time of registration in the freshman year.

RESERVE OFFICER TRAINING CORPS

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-enrollment agreement with Saint Joseph's University. All aerospace studies courses will be held on the Saint Joseph's campus. The AFROTC program enables a Bryn Mawr student to earn a commission as an Air Force officer while concurrently satisfying her baccalaureate degree requirements.

Air Force ROTC offers two, three, and four-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, lab fees, and books, plus \$100 tax-free monthly stipend. All members of the Professional Officer Course, regardless of scholarship status, receive the \$100 tax-free monthly stipend.

For further information on the cross-enrollment program, scholarship, and career opportunities, contact Professor of Aerospace Studies, AFROTC Det 750, Saint Joseph's University, Philadelphia, PA 19131, (215) 879-7312. Students interested in other ROTC programs should consult their class dean.

SUMMER PROGRAMS IN LANGUAGES

Institut d'Etudes Françaises d'Avignon

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture. The program is open to men and women students from other colleges and from Bryn Mawr. Certain of the courses carry graduate credit. The *Institut* director and faculty members are French professors teaching in colleges and universities in the United States and France. Classes are held in the Palais du Roure, and the facilities of the Bibliothèque Calvet are available to the group. Students live with families in Avignon. Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit, and scholarships, students should consult Professor Michel Guggenheim of the Department of French.

Centro de Estudios Hispánicos en Madrid

Bryn Mawr also offers a summer program of intensive work held in Madrid. The program, under the direction of a member of the Department of Spanish, is open to men and women students from other colleges and from Bryn Mawr. The instructors are members of college and university staffs familiar with teaching standards and practices in this country. Courses are offered both for the student whose interest is Spain and for the student who wishes to specialize in Latin American affairs. Students live with Spanish families. All participate in study trips and attend an excellent series of carefully planned lectures and cultural events. Applicants must have strong academic records and must have completed the equivalent of three years of college-level Spanish. A small number of scholarships are available each year. For information students should consult Professor Eleanor Paucker of the Department of Spanish. The *Centro* was made possible by a grant from the Henry L. and Grace Doherty Charitable Foundation of New York.

The College also participates in summer programs in Florence, Italy (jointly sponsored with the University of Pennsylvania) and at the Pushkin Institute, Moscow, U.S.S.R. For scholarships, students should contact the Department of Italian for the Florence program, and the Department of Russian for the Moscow program.

THE JUNIOR YEAR ABROAD

Qualified students may apply for admission to Junior Year Abroad programs or develop individual programs for study abroad which have the approval of their major departments and the Curriculum Committee. Applicants must have excellent academic records and must give evidence of competence in the language of the country in which they plan to study. In general, two years of study at the college level are necessary to provide adequate language preparation.

Juniors who study abroad are not only language majors; they often include majors in history of art, history, or the social sciences. In recent years students have studied in Great Britain, France, Spain, Germany, Italy, Switzerland, Greece, the Soviet Union, Israel, Japan, Hong Kong, Canada, Nigeria, and Columbia. All students who plan to study abroad should consult the chairmen of their major departments to be certain that their work may be coordinated with the general plan for the major subject.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME

The center is maintained by a cooperating group of colleges and universities, of which Bryn Mawr is a member. Students majoring in Latin, Greek, or archaeology who meet the center's entrance requirements may apply for admission for one or both semesters of the junior year. The center's curriculum includes courses in Greek

and Latin literature, ancient history, and archaeology, and provides for the study of Italian.

GUEST SENIOR YEAR

A student, after consultation with her major department and her dean, may apply for a guest senior year at another institution in the following circumstances: (a) if a program offered elsewhere will provide her with an opportunity for furthering her academic goals in a way not possible at Bryn Mawr (such cases to be submitted to the Curriculum Committee for approval); (b) for reasons of health or family emergency.

INTERDEPARTMENTAL WORK

Interdepartmental majors are offered in classical languages, classical studies, and the growth and structure of cities; an interdepartmental area of concentration in Hispanic and Hispanic-American studies (see page 173) is also offered. In addition, each year certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. The interdepartmental courses are usually offered at the advanced level since the material considered requires some background in at least two disciplines.

THE BRYN MAWR PROGRAM IN INTERNATIONAL ECONOMIC RELATIONS

The Bryn Mawr Program in International Economic Relations was developed in 1980 with the help of funds from the Exxon Education Foundation and the International Paper Foundation, to help prepare students skilled in language for careers in international business or law. The program combines the study of international finance and economic relations with the study of the language and culture of a specific geographical area, chosen from among the French, German, Russian, and Spanish-speaking regions of the world.

Participants in the program will meet the following requirements:

1. completion of specific 200-level courses in economics, as well as 200-level course work in the appropriate language (in special cases, work in language done elsewhere will be accepted);
2. attendance at a special lecture series at Bryn Mawr;
3. participation in one of four designated summer programs for the study of advanced language, area studies, and international finance. The summer program will normally be taken following the junior year, but it may be taken at other times if the student has fulfilled requirements one and two.

Students interested in this program should consult the dean or the program director as early as possible in their undergraduate careers.

WOMEN'S STUDIES

Many members of the Bryn Mawr faculty have a strong commitment to feminist scholarship or to research in sex and gender roles, and the College now offers major concentrations in women's studies in both sociology and history. The director of the New Research on Women coordinates the development of courses, available in a variety of departments, that explore the social institution of gender, woman as subject, and feminist critical perspectives. Consult page 174 for a list of such courses.

RACIAL/ETHNIC STUDIES

Many members of the Bryn Mawr faculty have a strong commitment to studies in depth of particular issues relating to minorities within a wider society and culture or

to the comparative study of minorities throughout the world and to the insights such a comparison can give to the educated modern person. Concentrations in racial/ethnic studies are available in history, sociology, or through the independent majors program. Consult page 176 for a list of such courses currently in the curriculum.

COURSES OF STUDY 1985-87

Key to Course Numbers and Letters

001-099 elementary and intermediate courses.

With the exception of Greek 001 and Russian 001 these courses are not part of the major work.

100-199 first-year courses.

200-299 second-year courses.

300-399 advanced courses in the major work.

400-499 special categories of work (e.g., 403 for a supervised unit).

Courses listed together (e.g., History 111, 112) are full-year courses.

A semester course carries one unit of credit and is the equivalent of four semester hours, six quarter hours. Some courses carry one-half unit each semester; students should check the course guide for unit listing.

Selected Haverford and Swarthmore College courses are listed in this catalogue when applicable to Bryn Mawr programs. Consult the Haverford and Swarthmore College catalogues for full course descriptions.

Every effort has been made in the following pages to describe the scope of each department's program and the frequency with which courses are offered. For the most up-to-date information on times of offerings and instructors, students should consult the Bryn Mawr-Haverford Course Guide, which is published at the time of pre-registration for the following semester.

ANTHROPOLOGY

Professors:

Jane C. Goodale, Ph.D.

Philip L. Kilbride, Ph.D.

Judith R. Shapiro, Ph.D., *Acting Dean of Undergraduate College*

Associate Professors:

Richard S. Davis, Ph.D., *Chairman*

Richard H. Jordan, Ph.D.

Professor of Linguistics in Anthropology and German:

Nancy C. Dorian, Ph.D.

The department has two objectives. The first is to introduce the liberal arts student to the discipline of anthropology: its aims, methods, theories, and contributions to an understanding of the nature of human culture and society. The second is to provide the major in anthropology, in addition to the above, a firm understanding of the basic concepts and history of the discipline through examination of theoretical works and intensive studies in the ethnography and prehistory of several world areas. Laboratory experience is provided in a number of courses.

Requirements in the major subject are 101, 102, 303, 398, 399; one of the following topical core courses: 201, 202, 203, 205 (at Haverford); one of the following archaeological courses: 220, 225, 230, 309; one of the following ethnographic area courses: 250, 253, 260; one of the following linguistics courses: 307, 308, 310, 312, 313; one additional course from any of the topical, archaeological, ethnographic area, or linguistics offerings above, or any advanced topical course in anthropology, subject to the approval of the major adviser.

Qualified students may do departmental honors in their senior year. Units of independent work may be taken with the approval of the instructor in the department. Students may also take a combined A.B./M.A. degree in anthropology.

Requirements for a minor in anthropology are 101, 102, 303; one of the following topical core courses: 201, 202, 203, 205 (at Haverford); any one course in anthropological archaeology, linguistic anthropology, or a course especially linked to the student's major (for example, psychological anthropology for a psychology major); one ethnographic area course or a topical course with a heavy emphasis on ethnographic materials.

Anthropology, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information see the description of Human Development in this catalogue.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include 101, 102, the 200-level topical core courses, 303, 398, 399.

101, 102. Introduction to Anthropology Man's place in nature, human evolution, and the history of culture to the rise of early civilizations in the Old and New Worlds; forms of culture and society among contemporary peoples. Because the subject matter is extensive and the basic concepts unfamiliar, a full year is needed to gain an adequate understanding of the subject; therefore, both semesters are required for credit. Exceptions will be made for juniors and seniors majoring in other departments. Meets Division I requirement.

103. Afro-American Heritage Examination of theoretical and ethnographic materials concerning the study of Afro-American cultural persistence. Afro-American is conceptualized in its broadest geographical sense to include all the New

World (North, Central, and South America and the Caribbean). Relevant African ethnographic material will be considered.

106. Sex, Culture, and Society Introduction to the anthropological study of sex differences. The social roles of women and men and the cultural meanings of gender will be explored in a range of different societies. Theoretical perspectives on similarities and differences in gender patterning will be examined.

201. Introduction to Cultural Analysis The historical study of theoretical approaches within anthropology which have systematically applied the culture concept. Evolutionary, psycho-cultural, ecological, and symbolic paradigms will be emphasized. Prerequisites: Anthropology 102 or permission of the instructor.

202. Introduction to Social Organization An introduction to basic concepts and methods in the study of social organization and social classification. Major ethnographic and theoretical contributions in social anthropology will be examined. Prerequisites: Anthropology 102.

203. Introduction to Cultural Ecology Relationship of man with his environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Cultural ecological perspectives will be compared with other theoretical orientations in anthropology. Prerequisites: Anthropology 101, 102, or permission of the instructor.

211. Afro-American Culture and Community See Sociology 211.

218. Conflict and Conflict Management: A Cross-Cultural Approach See Political Science 218.

220. Archaeological Methods of Analysis This course examines various combinations of technique and theory archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation, and culture change. The process of theory development, hypothesis formulation, gathering of archaeological data and its interpretation and evaluation is discussed and illustrated by several examples. Major theoretical debates current in American archaeology are reviewed. A computer laboratory for artifact analysis is included. Prerequisites: Anthropology 101 or permission of the instructor.

225. Old World Prehistory An investigation of the Paleolithic archaeological record from Europe, Asia, and Africa, focusing on the dynamics of cultural evolution. In addition, the cultural and natural transformations leading to the Neolithic Revolution will be examined. Laboratory work with prehistoric materials is included. Prerequisite: Anthropology 101 or permission of the instructor.

230. North American Prehistory A study of North American archaeology and culture history. Introduction to methods and theory in archaeology and in the analysis of archaeological data. Laboratory work may be included. Prerequisite: Anthropology 101 or permission of the instructor.

250. Oceania: Topics in Melanesian Ethnography An intensive study of selected Melanesian cultures and societies with emphasis on such topics as politics, law, economics, sex roles and identities, magic, religion, cultural dynamics, and political development. Prerequisite: Anthropology 202.

253. Africa: Sub-Saharan Ethnology A study of selected Sub-Saharan societies and cultures, illustrating problems in ethnography. Prerequisites: Anthropology 201, or 202, or 203, or 205, or permission of the instructor.

260. Native Cultures of South America Comparative study of Indian societies of lowland South America, with special focus on the topics of kinship, marriage, sex roles, and ritual; attention will also be given to the current situations of native peo-

ples in South America. Prerequisites: Anthropology 201, or 202, or 203, or 205, or permission of the instructor.

295. Anthropology of Religion Exploration of the major theoretical approaches taken toward religion, in conjunction with the examination of specific ethnographic material. Critique of “religion” as a cross-cultural comparative concept.

303. Cultural Theory An examination of the major theoretical trends in social and cultural anthropology, including evolutionism, historical particularism, functionalism, structuralism, and symbolic anthropology. The relationship of anthropology to the other social sciences will be explored. Particular emphasis will be given to the significance of the culture concept and to anthropology’s dual goals of description and explanation. Prerequisites: Anthropology 201, or 202, or 203, or 205, and at least one additional anthropology course at the 200 or 300 level.

307, 308. Language in the Social Context Language in the social context: human versus animal communications; childhood language acquisition; bilingualism; regional dialect; usage and the issue of “correctness”; social dialects; speech behavior in other cultures.

309. Origins of Civilization and the State An investigation of the archaeological evidence and theoretical explanations for the emergence and development of complex societies in the New and Old Worlds. Particular attention is given to the archaeological records of Mesopotamia and Mesoamerica. Additional coverage is focused on Egypt, the Indus Valley, North China, and Peru. Alternative theories of state formation are reviewed.

312. Introduction to Linguistic Categories A variety of concepts useful to learners of both relatively familiar and relatively exotic languages will be covered. Standard descriptive linguistic units such as the phoneme and the morpheme will be introduced briefly, but the emphasis will be on grammatical categories which are commonly invoked in language study but seldom analyzed: gender, case, and tense, for example, and the different means of expressing them in a variety of languages. In this connection both morphological typology and word-order typology will be introduced.

313. Linguistic Anthropology An investigation into the semiotic, social, and cultural characteristics of language. Descriptive material drawn from a number of different societies will be combined with core theoretical texts in modern structural linguistics, anthropological language and culture studies, and sociolinguistics. Prerequisite: at least one course in either anthropology or linguistics or permission of the instructor.

317. Phonetics and Phonemics An introduction to speech sounds and their organization into phonological systems. No one language or group of languages will be stressed; rather the general possibilities for producing sounds in the human vocal tract will be dealt with and the variety of ways in which the same speech sound can be woven into a system of phonological contrasts. There will be one hour of lecture a week and an additional hour, in smaller groups, of training in hearing and producing speech sounds. Problems in phonemic analysis will be presented, and others assigned, in the latter half of the course.

330. Comparative Hunters and Gatherers An intensive study of Australian Aboriginal peoples, Bushmen of the Kalahari of Southern Africa, and other peoples who today subsist primarily by utilizing resources extracted from their environment through hunting and gathering technologies. Major topics to be examined will include: man/land relationships (technological, legal, and religious), independence and interdependence of social groupings, ethno-epistemology, and the theoretical

importance of hunters and gatherers to anthropological thought today. Prerequisite: any 200-level anthropology course or permission of the instructor.

340. Psychological Anthropology Approaches to an understanding of culture through study of cultural factors in the development of human personalities and individual experiences in different socio-cultural settings. Prerequisite: any 200-level anthropology course or permission of the instructor.

350. The Anthropology of Gender An intensive comparative ethnographic investigation into gender differentiation and gender hierarchy, emphasizing both social structural and symbolic dimensions. Attention will be given to the implications of gender studies for anthropological theory and method. Prerequisite: any 200-level ethnographic area course or permission of the instructor.

351. Symbolic Anthropology Explores various forms of the symbolic expression of cultural values and ethos, including but not restricted to art, music, oral literature, and ritual. Significant contributions to the cross-cultural study of symbolism will be examined. Prerequisite: any 200-level ethnographic area course or permission of the instructor.

360. Human Evolution. Man's position among the primates, processes of biocultural evolution: the fossil record and contemporary distributions of varieties of man. Prerequisite: Anthropology 101 or permission of the instructor.

398, 399. Senior Conferences The topic of each seminar is determined in advance in discussion with students. Sections will normally run through the entire year and have an emphasis on field research and analysis. Class discussions of work in progress and oral and written presentations of the analysis and results of research will form the basis of evaluation for the year. Seminars are: Ethnographic Methodology, Archaeological Methodology.

403. Independent Work Independent work is open usually to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.

Graduate seminars in the Department of Anthropology are open to qualified undergraduates with the consent of the instructor and the dean of the Graduate School of Arts and Sciences.

Haverford College offers the following courses in anthropology:

105b. Oedipus Complex

106b. Shamanism and Schizophrenia

205b. Social Anthropology

234a. History and Sociology of Colonialism

234b. The Invention of Africa

255a. Anthropology of Religion

355b. History, Theory, and Method in Social Anthropology

357b. Political Anthropology

358b. Economic Anthropology



DALTON HALL

Constructed in 1893 as the Science Center, housing the growing Departments of Biology, Mathematics, and Physics, and the newly-established Department of Geology, Dalton Hall now serves as the social science center, containing offices and classrooms for the Departments of Anthropology, Sociology, and Psychology. Also located in the four-story structure are the psychology laboratories, the Social Science Data Laboratory, and specialized libraries for each of the social science departments. Dalton's basement currently accommodates the academic and administrative computing center; plans for future expansion include construction of a separate computer center, to be located partially underground between Dalton and Denbigh Halls.



ARTS PROGRAM

Professors:

Robert H. Butman, M.A., *Creative Writing*

Isabelle Cazeaux, Ph.D., *Music*

Lecturers:

Christopher Davis, A.B., *Creative Writing*

Linda Caruso Haviland, M.Ed., *Director of Dance*

Susan Ogden-Malouf, Ph.D., *Director of Theater*

Hester Stinnett, M.F.A., *Fine Art*

Jane Wilkinson, Ph.D., *Director of Arts Program*

MUSIC

Harvey Felder III, M. Music,

Director of the Haverford-Bryn Mawr Orchestral Program

Janice E. Hamer, M. Music,

Director of the Haverford-Bryn Mawr Choral Program

Allan Abrams, M.A.,

Technical Director

This grouping of courses represents a commitment towards an increasingly coherent range of course offerings, whereby the faculty shows its support for experience in the creative arts as a necessary component of a liberal arts education. Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level. Courses in the arts are given for elective credit only for students who matriculated before Semester I, 1985-86; for students who matriculated in or after Semester I, 1985-86, courses in the arts meet Division III requirements.

CREATIVE WRITING

The courses offered in creative writing within the Arts Program are designed to teach technique and form from a professional point of view. These workshops are designed both for students intending to make their careers in writing and for those who wish to enlarge their appreciation of the writing arts.

191. Feature Writing Students will work on several short documented articles or on one or two long ones during the semester. Research will be in the field—investigation and interviews—as well as in the library. Exploration of editing techniques demands work in successive drafts, each to be treated as a distinct assignment. Consult semester course list. Elective credit or Division III credit, see above.

192. Fiction Writing Class discussion, conferences, and reading and writing (re-writing) assignments are designed to give students an opportunity to find out something about subject, form, and language as a medium, and the art of re-working material. Elective credit or Division III credit, see above.

193. Advanced Fiction Writing Students will work on short or long prose fiction forms and be expected to produce a substantial amount of material, written and rewritten. A portfolio of work may be required for entrance. Prerequisites: 190a or b or 192. Consult semester course list. Elective credit or Division III credit, see above.

195. Verse Composition A course designed to allow students an opportunity to

discuss problems of the craft with their fellows. Students should be prepared to submit samples of work for entrance. Elective credit or Division III credit, see above.

198. Playwrighting and Production A study of the one-act play form and the writing of two one-act plays. Prerequisite: Permission of the instructor. Elective credit or Division III credit, see above.

199. Advanced Playwrighting and Production A study of the dramatic form on stage, screen, and television. Writing or adaptation of a script. Prerequisite: Permission of the instructor. Elective credit or Division III credit, see above.

Haverford College offers the following courses in creative writing:

190a. Introduction to Creative Writing

191b. Poetry Writing

DANCE

The dance program provides courses which enable students to experience and understand dance both as an art and a humanity and provides varied opportunities in technique, theory, and performance for students at all levels of skill, interest, and commitment. We offer a full range of classes in modern, ballet, and jazz technique as well as courses in performance, composition, and theory.

Courses in composition and theory are offered for academic credit; elective credit for students who matriculated before Semester I, 1985-86; Division III credit for students who matriculated in or after Semester I, 1985-86. Classes in technique are applicable towards the fulfillment of the physical education requirement.

101. Dance Composition I Analysis of and practice in the basic elements of dance making, with reference to both traditional and contemporary post-modern choreographic approaches. The course presents theory and experience in generating dance material and in structuring movement forms beginning with simple solo phrases and progressing to more complex organizational units. Elective credit or Division III credit, see above.

102. Dance Composition II A continuation of Dance Composition I with emphasis on construction of finished choreography for solo dances and methods of study for group composition. Related production problems will be considered. Elective credit or Division III credit, see above.

201. Advanced Choreography Independent study in choreography under the guidance of the instructor. Students will be expected to produce one major choreographic work and be responsible for all production considerations. Elective credit or Division III credit, see above.

202. Dance Processes An introduction to the creative, critical, and conceptual processes of dance through the consideration of dance aesthetics, dance history, dance criticism, and other areas such as ethnology, therapeutic applications, and the creative process of choreography. In addition to lectures and discussion, the course will include film and video presentations as well as guest speakers. Elective credit or Division III credit, see above.

403. Independent Study Research in a particular topic of dance under the guidance of an instructor. Requires a significant final paper or project.

Dance Technique Classes

Dance technique classes may be taken for physical education credit. The *Modern Dance* classes present movement experiences designed to develop dance skills and concepts as a basis for performance or for appreciation of the forms of modern

dance. Introduction to Modern Dance, Level I is intended for those with minimal experience in modern dance or students who have had less than two years of ballet or a comparable form. The levels progress through II and III to Advanced Modern, Level IV, which has a prerequisite of two or more years of modern dance. Progression through the level sequence is by permission of the instructor.

The *Ballet* classes are designed to develop understanding of and skill in the ballet vocabulary as a basis for performance or appreciation of the classical ballet form. Elementary Ballet, Level I is designed for those with minimal or no experience in ballet, and the sequence progresses through Levels II and III to Level IV, Advanced Ballet, which requires a minimum prerequisite of two years of ballet.

The *Jazz* classes present movement experiences designed to introduce students to those particular movement isolations, overall movement qualities, and rhythmic structures which characterize jazz dance. Levels II and III present more demanding choreographed phrases or sections of dances which are designed to extend the students' range of technical ability and sensitivity to the form.

Dance Performance

The *Dance Performance Workshop* is designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Reconstructed dance classics or original works choreographed by faculty or guest choreographers will be rehearsed and performed. This course is open to intermediate and advanced level dancers by audition or permission of instructor. The *Dance Club* is an extracurricular group which meets to provide additional opportunity for explorations of dance concepts, usually in the modern idiom, through classes and structured improvisation. Development of dance studies, dance structures, and dance events suitable for performance in informal studio or formal concert setting is pursued. No credit.

FINE ART

The major program in fine art is coordinated with, and complementary to, the fine arts major program at Haverford College, courses on either campus being offered to students of either College with the approval of the respective instructors.

The program is under the direction of the Bryn Mawr instructor of fine art, with whom prospective fine art majors should plan their major curricula.

Requirements in the major subject: At least eight units in fine art, which must include 101 (at Haverford), 107a or b (at Haverford), two different 200-level courses outside the area of concentration; two 200-level and one 300-level course in that area, and the senior conference. Fine Art majors must also successfully complete three courses in the history of art.

225, 226. Graphic Arts Intaglio and relief printing; etching, aquatint and soft-ground; dry-point; woodcutting and combined use of various methods. Prerequisite: Haverford Fine Arts 101 or proof of adequate previous training in drawing. Elective credit or Division III credit, see above.

335, 336. Color Lithography An advanced graphic arts course with emphasis on color printing by lithographic processes. Making of editions. Prerequisites: Fine Art 225 or Haverford Fine Arts 231 or 241.

345, 346. Advanced Drawing Drawing as an independent art form. Line as a dominant composition factor over color. All drawing media and watercolor, tempera, and acrylic paints. Prerequisite: Haverford Fine Arts 231 or 241 or Fine Art 225.

398, 399. Senior Conference Individual or joint approved projects pursued through the year under the direction of the instructor at Bryn Mawr.

403. Supervised Project Permission of instructor and department chairman required.

For listing of the Haverford course offerings see page 84.

Final examination in the major subject:

1. The presentation of one portfolio of work arising from courses taken in advanced drawing and a second portfolio resulting from work in advanced courses in painting, sculpture, graphics, or photography.
2. The formal exhibition of a small selection of advanced works.
3. The presentation of work done in the senior conference.

Work presented in the final examination will be judged and graded by a jury consisting of the Bryn Mawr instructor, members of the Haverford Fine Arts faculty, and a member of the Department of History of Art.

MUSIC

The major in music is offered at Haverford. For its requirements see Music at Haverford in this catalogue. Bryn Mawr offers the following courses in the history of music.

201. Romantic Music An historical study of nineteenth-century music; its "romantic" sources in the late eighteenth century and prolongations into the twentieth. Meets Division IV requirement.

207. Musical Criticism An historical study of writings about music from Plato to the twentieth century, including various views on principles and problems of musical judgment, with practical exercises in journalistic and other types of criticism. Meets Division IV requirement.

G.S. 210. Introduction to Contemporary Music A survey course covering the works of major composers who represent innovative developments in the art music of our century. Meets Division IV requirement.

217. Debussy A view of Debussy, his times, his milieu, and his contributions to musical life in France and elsewhere. Meets Division IV requirement.

302. Medieval and Early Renaissance Music An historical study of sacred and secular monophony and polyphony to ca. 1521. Offered in alternate years.

303. Late Renaissance and Baroque Music An historical study of vocal and instrumental music from the early sixteenth to the mid-eighteenth centuries. Offered in alternate years.

307. Opera and Music Drama An historical study of music in drama from the Middle Ages to our time. Offered in alternate years.

310. Bibliography and Research in Music A study of books and book production with particular attention to reference and research materials in music. Help will be given with research methods suitable for individual projects.

Performance

The following organizations are open to students of both colleges. For academic credit for these groups and for private vocal or instrumental instruction see Music at Haverford in this catalogue.

The *Haverford-Bryn Mawr Symphony* is open by audition to members of the colleges and the surrounding community. Rehearsals are held twice weekly and concerts are given on both campuses two or three times per semester. Repertory includes standard and contemporary works.

The *Haverford-Bryn Mawr Chamber Singers* is a small auditioned group which demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Annual tours are planned within the United States and abroad.

The *Haverford-Bryn Mawr Chorale* is a large auditioned chorus which gives concerts with orchestra each year on both campuses. Recent repertory included: Bach's *Conataata No. 140*, Haydn's *Nelson Mass*, Beethoven's *Ninth Symphony*, and Carl Orff's *Carmina Burana*.

Ensemble Groups are formed within the context of the Chamber Music Seminar (215). See Music at Haverford in this catalogue.

THEATER

The curricular portion of the bi-college theater program focuses upon the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history, and criticism) and praxis (creative exercises, scene study, and performance) in an effort to provide viable theater training within a liberal arts context. Courses in theater are offered for elective credit for students who matriculated before Semester I, 1985-86, and for Division III credit for students who matriculated in or after Semester I, 1985-86.

Courses at Bryn Mawr

G.S. 202 Twentieth-century Theories of Acting An introduction to twentieth-century theories of acting focusing on the work of Stanislavski, Brecht, and Grotowski. Through lecture, reading, and discussion the class will explore the intellectual, aesthetic, and socio-political factors surrounding the emergence of each director's approach to the study of human behavior on stage. Through workshop and scene study students will apply the various theoretical approaches to the task of developing a role. Elective credit or Division III credit, see above.

G.S. 212. Fundamentals of Acting An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes selected from significant twentieth-century dramatic literature. Students will present three to five scenes in class; a minimum of six hours per week of outside rehearsal and a five-page character analysis will be required in conjunction with each scene. Elective credit or Division III credit, see above.

Courses at Haverford

G.P. 285b. Directing for the Stage: Theory and Praxis A semiotic approach to the basic concepts and methods of stage direction. Major topics to be explored through readings, discussion, and creative exercises include: directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students will rehearse and present three major scenes.

G.P. 286a. Shakespeare on the Stage: 1590 to the Present An exploration of Shakespeare's texts from the point of view of the performer: an historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, coupled with intensive scenework culminating in on campus performances.

Courses offered in Dramatic Literature. For course descriptions, see relevant department.

English 128. Modern Drama

English 222. English Drama to 1642

- English 225. Shakespeare
English 226. A Survey of the Shakespearean Canon
English 286. The Language of Drama
English 326. Theater of Ben Jonson
French 307. Marivaux and Giraudoux
French 311. Le Théâtre du Vingtième Siècle
German 203. Goethe and Schiller
German 305. Modern German Drama
German 309. History of the German Theater
Greek 202. The Form of Tragedy
Greek 215. The Ancient Stage
Greek 302. Aeschylus and Aristophanes
Italian 306. History of the Italian Theater
Spanish 308. Spanish Drama of the Golden Age

ASTRONOMY

At Haverford College

Professors:

Eric J. Chaisson, Ph.D.

Jerry P. Gollub, Ph.D., *Chairman*

R. Bruce Partridge, D. Phil.

The departmental work is designed to give students an understanding of and an interest in the universe in which they live, with emphasis upon the relation of astronomy to other fields of learning.

Requirements in the major subject are Astronomy 105a, Haverford Mathematics 213a, 214b or 215a, 216b; five additional one-semester courses numbered above 200 (one of which may be replaced by an advanced physics course); Physics 112b; three written comprehensive examinations of three hours each. Bryn Mawr students may substitute Mathematics 101 and 201 and Physics 101 for the mathematics and physics requirements.

- 105a. Introduction to Physics and Astronomy
107a. Extraterrestrial Science
108b. Cosmic Evolution
204b. Introduction to Astrophysics
308b. Advanced Cosmic Evolution
311a. General Relativity and High Energy Astrophysics
320b. Cosmology
331a. Modern Astrophysics
332b. Extragalactic Astrophysics
371b. Stellar Structure and Evolution
480. Independent Study

BIOLOGY

Professors:

Robert L. Conner, Ph.D.

Anthony R. Kaney, Ph.D.

Associate Professor:

David J. Prescott, Ph.D., *Acting Chairman*

Assistant Professor:

Karen F. Greif, Ph.D. (On leave, 1985–86)

Associate Professor of Chemistry:

Kenneth J. Strothkamp, Ph.D.

Lecturers:

Stephen L. Gardiner, Ph.D.

Patricia O. Pruett, Ph.D., *Associate Dean and Director of Division of Special Studies*

The goals of the department are to introduce students to major concepts and issues in contemporary biology and to provide the opportunity for majors to learn, both by course work and independent research, the methods by which scientific knowledge is gained. Introductory courses are aimed at exposure to major areas of biology and to the experimental approaches by which we gain insight into function of cells and organisms, hereditary mechanisms, developmental processes, and evolution. Advanced courses examine important disciplines in greater detail by experimentation and readings of primary literature. A thesis, based on either one semester of library research or two semesters of laboratory research, investigates a single issue in depth, requiring synthesis of both hypotheses and experimental data.

Major requirements are General Biology 101, 102 or equivalent (advanced placement or exemption by consent of the department of one or both semesters); Genetics 201; three of the following laboratory courses: Animal Physiology 303, Biochemistry 341, Biochemistry 342, Cell Biology 340, Cellular Physiology I 350, Cellular Physiology II 351, Developmental Biology 371, Molecular Biology 372, Neurophysiology 304. Laboratory courses at a consortium college, or in another Bryn Mawr department, can be substituted with consent of the department.

Three additional courses in biology are required. One of the following options must be selected: (a) Two seminar courses, plus one semester of supervised library research with thesis; (b) one seminar course, one advanced course, and one semester of supervised library research with thesis; (c) one seminar course and two semesters of supervised laboratory research with thesis.

Required courses in other departments are two units of organic chemistry and two units of Introduction to Modern Physics.

Recommended courses in other departments are mathematics, statistics, computer science, physical chemistry, and physiological psychology, depending on area of specialization. To encourage students majoring in biology to acquire background in mathematics, physics, chemistry, or psychology for specialization in biophysics, biochemistry, or neuroscience and behavior, the total number of biology courses required may, with departmental consent, be reduced.

Honors can be achieved in two ways: By maintaining a course average of 3.7 in the major and required allied subjects or by maintaining a grade-point average of 3.2 in the major and required subjects and a grade of 4.0 for laboratory research and a paper based on the research. Selection for honors will be made by the biology faculty.

All students who are interested in carrying out supervised research for one year are encouraged to speak with members of the faculty about projects. Each student

will normally carry out two semesters of research and write a thesis based on her work. A number of summer awards are available for outstanding students who wish to begin their research the summer before their senior year. In special cases, research may be carried out at other institutions, with the approval of the department.

A minor in biology consists of six one-semester courses in biology. Courses in other departments may be substituted with departmental approval.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

101. General Biology I Topics include the elements of biochemistry, cell biology, development, and genetics. Lecture three hours, laboratory three hours a week. Meets Division II requirement.

102. General Biology II Topics include physiology and behavior, the biology of organisms and evolutionary biology. Lecture three hours, laboratory three hours a week. Biology 101 is strongly recommended. Meets Division II requirement.

201. Genetics A study of heredity and gene action. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 101, 102, and General Chemistry. Meets Division II requirement.

303. Animal Physiology An introduction to the study of animal function. Physical and chemical processes in tissues, organs, and organ systems which form the basis of the function of the organism. Homeostasis, control systems, and the structural bases of function are emphasized. Lecture three hours, laboratory four hours a week. Prerequisites: Introduction to Modern Physics, General Chemistry, and consent of the instructor.

304. Neurophysiology See semester course listings.

306. Advanced Genetics Elements of molecular genetics, including the genetics of viruses, bacteria, and eukaryotic microorganisms, chromosome structure and function, genetics of organelles, immunogenetics, behavioral genetics, and recombinant DNA technology. Lecture two hours a week. Prerequisites: Genetics and Organic Chemistry.

322. Neurochemistry Seminar A seminar course on selected topics concerning the nervous system, stressing chemical and biochemical approaches. Overview of somatic and sympathetic-parasympathetic systems; the composition and function of myelin in central versus peripheral nervous system; the chemistry and biology of nerve growth factor and its homology with insulin; catecholamines—distribution, biosynthesis, release, reuptake, turnover, degradation; the structure of the cholinergic receptor and metabolism of the receptor; roles of other neurotransmitters and receptors in neural function. Prerequisites: One semester of biochemistry and consent of the instructor.

340. Cell Biology A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity, energy generation, and protein synthesis. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture, immunocytochemistry, and electron microscopy. Lecture three hours, laboratory four hours a week. Prerequisites: genetics, organic chemistry, or consent of the instructor. One semester of biochemistry is recommended.

341. Biochemistry: Macromolecular Structure and Function The structure, chemistry, and function of proteins, lipids, and polysaccharides and their roles in

living systems. Lecture three hours, laboratory six hours a week. Prerequisites: organic chemistry, Introduction to Modern Physics, calculus/analytic geometry, and physical chemistry are recommended.

342. Biochemistry: Intermediary Metabolism Metabolic relationships of carbohydrates, lipids, and amino acids, and the control of various pathways; photosynthesis; nucleic acids and protein biosynthesis. Lecture three hours, laboratory six hours a week. Prerequisites: Biochemistry: Macromolecular Structure and Function.

350. Cellular Physiology I A course devoted to a study of the activities of cells in terms of physical and chemical processes. Molecular composition of cells and cellular organelles will be examined and related to function and metabolism. Lecture three hours, laboratory four hours a week. Prerequisites: genetics and organic chemistry, which may be taken concurrently.

351. Cellular Physiology II An examination of the molecular basis for transport phenomena, including bulk transfer movement of molecules into and within cells. The relationship of biosynthetic mechanisms, positioning of macromolecules, and metabolic regulation will be stressed. The laboratory will include the chemical analysis of cellular constituents. Thin layer, partition, and gas liquid chromatography will be employed as well as organelle isolation and microscopic techniques. Prerequisites: Organic Chemistry (may be concurrent), Cell Physiology I, Cell Biology, or Biochemistry 342. Lecture three hours, laboratory four hours a week.

352. Recent Advances in Cellular Physiology and Biochemistry A seminar course. An inquiry into the recent literature about membrane phenomena, including the mechanisms for bulk transport, small molecule transport, and chemical specificity. Prerequisites: Cellular Physiology and Biochemistry 341 and consent of the instructor.

356. Recent Advances in Genetics A seminar course comprising an analysis of current topics in modern genetics. Presentations from recent literature will be discussed. Prerequisites: genetics, organic chemistry, or consent of the instructor.

357, 358. Computer Usage in the Life Sciences Experiments in the life sciences will be analyzed using computer techniques. The Fortran IV language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours a week.

363. Topics in Physiology See semester course listings.

364. Developmental Neurobiology A seminar course focused on major topics in developmental neurobiology. Topics include cell migration, cell death, cell-cell recognition, axon guidance, and synapse formation. Readings from the current literature are emphasized. Prerequisites: genetics, organic chemistry, and consent of the instructor. Strongly recommended: cell biology, cell physiology, or animal physiology.

366. Topics in Cell Biology A seminar course devoted to current issues in cell biology. Discussions will be based on readings from the current literature. Topics to be discussed will vary from year to year. One three-hour discussion per week. Prerequisites: cell biology or cell physiology, one semester of biochemistry, and permission of the instructor.

371. Developmental Biology See semester course listings.

372. Molecular Biology See semester course listings.

403. Supervised Laboratory Research in Biology Laboratory research under the supervision of a member of the department.

405. Supervised Library Research in Biology Library research under the supervision of a member of the department.

Haverford College offers the following courses in biology:

200a. Cell Structure and Function

301d. Molecular Cellular Genetics

303c. Structure and Function of Macromolecules

353f. The Biosynthesis of Organelles

355c. Fundamentals of Immunology

357c. Molecular Cloning of Genes

400. Senior Research Tutorial in Covalent Interactions Between Protein Molecules

401. Senior Research Tutorial in Molecular Biology

402. Senior Research Tutorial in Gene Action

404. Senior Research Tutorial in Regulation of Gene Expression

405. Senior Research Tutorial in Protein Biochemistry

406. Senior Research Tutorial in Cellular Immunology

CHEMISTRY

Professors:

Frank B. Mallory, Ph.D., *Chairman*

George L. Zimmerman, Ph.D.

Associate Professors:

Kenneth G. Strøthkamp, Ph.D.

Joseph Varimbi, Ph.D.

Assistant Professor:

Charles S. Swindell, Ph.D.

Lecturers:

Nancy L. Jones, Ph.D.

Amy Stevens Miller, Ph.D.

Laboratory Coordinators:

Krynn DeArman Lukacs, Ph.D.

David Reibstein, Ph.D.

The undergraduate course program in chemistry is designed to give students a sound background in both theoretical and practical aspects of four main fields: organic chemistry, physical chemistry, inorganic chemistry, and biochemistry. Laboratory work is emphasized throughout the curriculum to provide students with modern training in experimental skills and analytical techniques. The core program, consisting of the 100-level and 200-level courses, covers fundamental principles of chemistry and provides the basis for the advanced work at the 300-level and 400-level, in which students encounter contemporary chemical problems and the progress being made toward solving them.

The requirements for a major in chemistry include ten courses, consisting of Chemistry 101 or 103, 104, 211, 212, 221, 222, 231, 232, and two courses selected from among Chemistry 311, 312, 321, 322, 332, 341, and 342 (or any chemistry



PEMBROKE HALL

An arch dividing the east and west sides of Pembroke Hall, flanked by stone lions bearing shields decorated with the symbol of Pallas Athena, serves as the Merion Avenue entrance to the College. Designed by Cope and Stewardson and completed in 1896, Pembroke was the first residence hall built under the presidency of M. Carey Thomas, whose mandate for "architecture by association" with the Universities of Oxford and Cambridge dictated the building's Collegiate Gothic style with Jacobean influence.

The central tower above the Pembroke Arch originally served as a joint kitchen and dining hall for the sixty-two residents of West and the seventy residents of East. Cooks, maids, and housekeepers also shared rooms in the floors above the arch. Today the former dining room serves as a dance studio, used both for instructional classes and campus-wide parties.

Renovated and rededicated in 1984, Pembroke Arch is fronted by the McBride Gateway, named in honor of Katherine Elizabeth McBride, fourth president of Bryn Mawr. Pembroke was named to the National Register of Historic Buildings in 1979.



course at the 500 level) with the provision that at least one of these two courses includes laboratory work (i.e., Chemistry 311, 322, 341, or 342). Mathematics 101-102 and Physics 101-102 also are required. All A.B. recipients who complete this fourteen-course program are certified by the American Chemical Society as having met that society's high standards for an undergraduate degree in chemistry.

Additional mathematics and a reading knowledge of German both are valuable for work in chemistry past the undergraduate level. Majors are encouraged to take additional 300-level (or 500-level) courses and 400-level research in chemistry beyond the standard program.

The usual schedule for the standard chemistry major involves taking Chemistry 101 or 103, Chemistry 104, and Mathematics 101-102 in the freshman year, Chemistry 211-212 and Physics 101-102 in the sophomore year, Chemistry 221-222 and Chemistry 231-232 in the junior year, and appropriate advanced courses in the senior year. Modified versions of this schedule may be worked out in consultation with the chairman. For example, students particularly interested in preparing themselves for more intensive work in biochemistry in the senior year may wish to take Chemistry 341-342 along with Chemistry 221-222 in the junior year, deferring Chemistry 231-232 until the senior year.

To fulfill a major in chemistry with a concentration in biochemistry, one-semester courses in both genetics and cell biology are required in addition to the standard fourteen-course chemistry major.

The A.B. degree with honors in chemistry has the following requirements: Two semesters of supervised research in chemistry (Chemistry 403) with a grade of at least 3.3 in each semester; the submission of an acceptable paper describing the results of that research; two semesters of 300-level (or 500-level) work in chemistry (or, with permission of the department, appropriate work at or above the 200 level in related fields) in addition to the courses required for the standard chemistry major; and a grade-point average, calculated at the end of the senior year, of at least 3.4 in all chemistry courses taken.

To earn an M.A. degree in chemistry in the College's A.B./M.A. program, a student must complete six units of graduate-level work in chemistry; as many as two of these units may be 300-level undergraduate courses taken for graduate credit (these same courses may be used to fulfill the major requirements for the A.B. degree); at least two units must be 500-level graduate seminars; and two units must be 700-level graduate research leading to the submission of an acceptable M.A. thesis. Other requirements are the demonstration of skill in computing or in a foreign language, and a four-hour written final examination covering material in the candidate's special field.

To qualify for a minor in chemistry, a student must complete a total of six courses in chemistry, including Chemistry 221. At least two of the six courses must be taken at Bryn Mawr College.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

101. Introduction to Chemistry The atomic theory of matter; stoichiometry of chemical reactions; properties of gases, liquids, and solids; phase changes; the electronic structure of atoms; chemical bonding; introduction to thermodynamics; the chemistry of representative nonmetallic elements. Laboratory work emphasizes quantitative techniques and the application of principles discussed in the lectures. Three lectures and three hours of laboratory per week. Meets Division II requirement.

103. General Chemistry Lecture topics similar to those of Chemistry 101 but

covered in greater depth. Laboratory identical to Chemistry 101. Three lectures and three hours of laboratory per week. Meets Division II requirement.

104. General Chemistry A continuation of either Chemistry 101 or Chemistry 103. Ionic equilibria; introduction to chemical kinetics, electrochemistry, and radiochemistry; the chemistry of representative metallic elements. Three lectures and three hours of laboratory per week. Meets Division II requirement.

211. Organic Chemistry An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Three lectures, one laboratory lecture, and four or five hours of laboratory per week. Prerequisite: Chemistry 104.

212. Organic Chemistry A continuation of Chemistry 211. Three lectures, one laboratory lecture, and four or five hours of laboratory per week. Prerequisite: Chemistry 211.

221. Physical Chemistry Classical thermodynamics, with application to equilibria and electrochemistry. Three lectures and five hours of laboratory per week. Prerequisites: Chemistry 104 and Mathematics 102. Co-requisite: Physics 101.

222. Physical Chemistry A continuation of Chemistry 221. Introduction to quantum chemistry. Three lectures and five hours of laboratory per week. Prerequisite: Chemistry 221. Co-requisite: Physics 102.

231. Inorganic Chemistry Structure and properties of ionic solids; kinetic theory of gases; chemical kinetics. Three lectures and five hours of laboratory per week. Co-requisite: Chemistry 221.

232. Inorganic Chemistry A continuation of Chemistry 231. Transition metal chemistry; crystal field theory and ligand field models of complexes; organometallic compounds; nonaqueous solvent systems; electrochemical processes. Three lectures and five hours of laboratory per week. Prerequisite: Chemistry 231. Co-requisite: Chemistry 222.

311. Advanced Organic Chemistry Lectures: reaction mechanisms and structure-reactivity relationships of synthetically important reactions. Laboratory: analytical, synthetic, and spectroscopic techniques. Two lectures and six hours of laboratory per week. Prerequisites: Chemistry 212 and Chemistry 222.

312. Advanced Organic Chemistry A continuation of Chemistry 311. Three hours of lecture per week. Prerequisites: Chemistry 212 and Chemistry 222.

321. Quantum Mechanics of Atoms and Molecules The applications of quantum chemistry to chemical bonding and molecular spectroscopy. Three hours of lecture per week. Prerequisites: Chemistry 212 and Chemistry 222.

322. Atomic and Molecular Spectroscopy Atomic emission, infrared, Raman, electronic absorption, and nuclear magnetic resonance spectroscopy; group representation theory; radiative transition probability theory. Three hours of lecture and five hours of laboratory per week. Prerequisite: Chemistry 321.

332. Advanced Inorganic Chemistry Group theory with applications to structure and bonding in transition metal complexes; elements of band theory of metals and semiconductors; ionic and super-ionic solid conductors; surface reactions. Three hours of lecture per week. Co-requisite: Chemistry 332. Not offered after 1985-86.

341. Biochemistry: Macromolecular Structure and Function The structure, chemistry, and function of proteins, lipids, and polysaccharides, and the roles of these molecules in living systems. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 212. In addition, Physics 101-102, Mathematics 101-

102, and Chemistry 221-222 are recommended.

342. Biochemistry: Intermediary Metabolism Metabolic relationships of carbohydrates, lipids, and amino acids, and the control of various pathways; photosynthesis; nucleic acids. Three lectures and six hours of laboratory per week.

Prerequisite: Chemistry 341.

403. Supervised Research in Chemistry Many individual research projects are available, each under the supervision of a member of the faculty. At least ten hours of laboratory per week. Prerequisite: permission of the faculty supervisor.

Qualified undergraduates may, in consultation with the chairman and the appropriate faculty member, arrange to take one or more 500-level graduate courses. Most of these are offered on an alternate-year basis.

511. Molecular Photochemistry

514. Synthetic Organic Chemistry

521. Advanced Physical Chemistry

541. Protein Chemistry and Structure

542. Metal Ions in Biological Systems

Haverford College offers the following courses in chemistry:

100a. Basic Concepts of Chemistry

101a. Atoms and Molecules in Isolation and Interaction

103a. The Chemical Reaction

108b. Introduction to Organic Chemistry

203a. Topics in Organic Chemistry

206b. Physical Chemistry I

207a. Physical Chemistry II

209b. Topics in Chemical Science

301a. Laboratory in Chemical Structure and Reactivity

302b. Laboratory in Chemical Structure and Reactivity

320b. Inorganic Chemistry

356b. Biochemical Mechanisms

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Professors:

Richard S. Ellis, Ph.D.

Machteld J. Mellink, Ph.D.

Brunilde S. Ridgway, Ph.D., *Chairman*

Associate Professors:

Gloria F. Pinney, Ph.D.

James C. Wright, Ph.D. (on leave, 1985-86)

Professor of Classical and Near Eastern Archaeology and of History of Art:

Phyllis Pray Bober, Ph.D. (on leave, Semester II, 1985-86)

Lecturer in Archaeology:

Joan B. Connelly, Ph.D.

Assistant Professor in Latin:

David S. Potter, D. Phil.

The major courses provide an extensive survey of the ancient Mediterranean and Near Eastern civilizations, with emphasis on classical art and archaeology.

Requirements in the major subject are: Archaeology 101 and 102, 209; one course in ancient architecture (223 or 302 or 324); one course in ancient sculpture (201 or 205 or 206); one course in ancient pottery (301); one course in Egyptian or Near Eastern archaeology (202 or 207 or 213 or 216 or 307); one course in ancient history (221 or History 205 or History 207 or History 208); and the Senior Conference (398-399). All majors are urged to take Greek or another ancient language and to acquire a reading knowledge of French and German.

Requirements for the minor in archaeology are: Archaeology 101 and 102 plus four courses to be determined in consultation with the department and in accordance with the specific interests of each student.

A year-long research project, culminating in a lengthy paper written under the supervision of a department member is required to be considered for honors. Honors are granted if the final paper is considered of superior quality (above 3.3); credit is given for a "unit of independent research (403)" in case of a lower grade. Students can register by departmental invitation only.

The department has had a series of excavation projects. Two of them, the excavations at Karataş/Semayuk and at Gritille in Turkey, have finished their field work and are now in the phase of analysis and publication of the results. The program of survey and excavation in the Nemea Valley in Greece will continue during the summers of 1985 and 1986. Further field projects in Greece or the Near East are foreseen. There will be opportunities for Bryn Mawr graduate students and advanced undergraduates to participate in these projects. In addition, students are often able to take part in excavations sponsored by other institutions. Archaeology majors who are interested in excavation are strongly urged to get field experience as soon as possible and to consider attending training programs in the United States or abroad, as well as in the area of their special interests.

Study in Italy, Greece, or other foreign countries during the junior year is desirable if the program is approved by the department, in which case credit will be given for elective courses, and occasionally for major requirements subject to satisfactory performance by the student. For majors concentrating in classical archaeology, the summer program sponsored by the American School of Classical Studies in Athens is strongly recommended.

The Department of Classical and Near Eastern Archaeology participates in the interdepartmental majors in Classical Studies and The Growth and Structure of Cities. See pages 171 and 101.

101. An Introduction to Ancient Art, part I.

102. An Introduction to Ancient Art, part II. An historical survey of the art of the ancient Near East, Greece, Etruria, and Rome. Three hours of classes, one hour of informal discussion a week. Meets Division IV requirement.

201. Iron Age Sculpture of the Near East Meets Division IV requirement.

202. Mesopotamia to 1600 B.C. Meets Division IV requirement.

203. Ancient Greek Cities and Sanctuaries A study of the development of the Greek city-states and sanctuaries. Meets Division IV requirement.

- 205. Greek Sculpture** The development of Greek sculpture to the Hellenistic period. Meets Division IV requirement.
- 206. Hellenistic and Roman Sculpture** From the Hellenistic period to the end of the Roman Empire. Meets Division IV requirement.
- 207. Mesopotamia after 1600 B.C.** Meets Division IV requirement.
- 209. Aegean Archaeology** The prehistoric cultures of the Aegean area concentrating on Minoan Crete, Troy, The Aegean Islands, and Mycenaean Greece. Meets Division IV requirement.
- 213. Egyptian Archaeology** Meets Division IV requirement.
- 216. Hittite Archaeology** Meets Division IV requirement.
- 221. History of the Ancient Near East** See History 221. Meets Division IV requirement.
- 223. Ancient Near Eastern Architecture and Cities** Building techniques, forms and functions of structures, settlements and cities; effects of environment and social structure. Meets Division IV requirement.
- 301. Greek Vase-Painting** Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research. Meets Division IV requirement.
- 302. Greek Architecture** The Greek architectural tradition and its historical development. Meets Division IV requirement.
- 305. Etruscan Archaeology** An introduction to the sites and monuments of Etruria. Meets Division IV requirement.
- 306. Monumental Painting** The arts of wall painting and mosaics in the Greek world and in Italy from the archaic period to the third century A.D. Meets Division IV requirement.
- 307. Archaeology of Syria and Palestine** The archaeology of the Levant and its relationships with surrounding cultures from the beginning of urban civilization to ca. 500 B.C. Meets Division IV requirement.
- 309. The Origins of Civilization and the State** See Anthropology 309.
- 324. Roman Architecture** The architecture of the Republic and the early Roman Empire. Meets Division IV requirement.
- 398, 399. Senior Conference** Weekly two-hour seminars with assigned reading and reports.
- 403. Independent Study**

ECONOMICS

Professors:

Richard B. Du Boff, Ph.D., *Chairman*

Noel J. J. Farley, Ph.D.

Helen Manning Hunter, Ph.D.

Assistant Professors:

Suzanne Heller Clain, Ph.D.

Sunwoong Kim, Ph.D.

At Haverford

Professor:

Holland Hunter, Ph.D.

Associate Professors:

Vernon Dixon, Ph.D.

Michael M. Weinstein, Ph.D., *Chairman*

Assistant Professor:

Jamie Howell, Ph.D.

The economics curriculum consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among the economic, political, and social structures; it trains undergraduates in the methods used to analyze those processes and institutions and enables them to make policy judgments.

Requirements in the major subject are Economics 101 and 102 and eight courses of intermediate and advanced work. Courses 101 and 102 present the theories and operating characteristics of modern economies that an educated person should understand; they also prepare students for further work in economics and business. The group of intermediate, 200-level courses offers a full range of topics in the discipline and is intended to meet a variety of student interests. The advanced courses supply a methodological and theoretical foundation for those planning to use economics in their professional careers.

Prospective majors in economics are advised to take Economics 101 and 102 by the end of the first semester of sophomore year. Requirements for the major are: Ten semester courses in economics, including Economics 101-102; Economics 203 (Statistical Methods in Economics), which students are urged to take as soon as possible; Economics 300 (Microeconomic Analysis), the prerequisite for which is one semester of college calculus (Mathematics 101 or the equivalent). At least one course beyond Economics 102 that presents macroeconomic theory is required. Economics 302 (Macroeconomic Analysis), 207 (Money and Banking), or 399 (Senior Conference) can be taken to meet this requirement. Majors must take at least four semester courses of 300-level work, including those taken to meet requirements above. At least one course must be taken that requires a substantial research paper. Economics 304, 306, 398, 399, or 403 (supervised Independent Research) can fill this requirement. In Economics 398 and 399, a long research paper will be required only for students who have not taken 304, 306, or 403. At least one semester of calculus is a prerequisite for Economics 202, 300, 302, 303, 304, and for some other courses at Haverford. Economics majors should, if possible, take Mathematics 102 as well as 101, or the equivalent.

An economics major whose grade point average at the beginning of the second semester of senior year is 3.4 or better will be invited to become a candidate for the degree with honors in economics. Honors will be awarded on the basis of a student's performance on a comprehensive examination administered by the department, the department's evaluation of a paper or other written work that the student submits as an example of her "best" work, and the student's performance in all her economic courses, including those taken in the second semester of senior year. An average grade of 3.7 for the paper and the comprehensive examination will be required in order for a student to graduate with honors.

A minor in economics is available. Minor requirements include Economics 101, 102, 203, and a coherent selection of three or more additional courses approved by the department chairman.

Students intending to do graduate work in economics should take *at least* two

full years of college-level mathematics (101-102 and 201-202 or the equivalent), and Economics 300, 302, and 304.

The Department of Economics participates in the interdepartmental major in the Growth and Structure of Cities and in the interdepartmental concentration in Hispanic and Hispanic-American Studies; see pages 101 and 173.

For information about the International Economic Relations Program see page 48.

The Economics Department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

101. Introduction to Microeconomics Techniques of analysis pertaining to the individual industry, the firm, and consumer choice. The functioning of markets under competition and monopoly. Determination of prices for goods and factors of production and the distribution of income. Efficiency, equity, and market failure. Comparative advantage and international trade. Meets Division I requirement.

102. Introduction to Macroeconomics The analysis of aggregate economic activity, including consumption, investment, public spending, and money and credit. Theories of inflation and unemployment. The role of government, especially fiscal and monetary policies. The international balance of payments and foreign exchange rates. Prerequisite: Economics 101. Meets Division I requirement.

201. Financial Accounting (at Haverford) Meets Division I requirement.

202. Foundations of Economic Analysis (at Haverford) Meets Division I requirement.

203. Statistical Methods in Economics Frequency distributions, probability and sampling theory, simple correlation and multiple regression, and an introduction to econometric terminology and reasoning. The computer techniques required are developed as part of the course. Prerequisites: Economics 101 and 102, which may be taken concomitantly. Meets Division I requirement.

206. International Economics International exchange in the nonproduction situation. Comparative advantages, the Heckscher-Ohlin theorem, and the gains from trade. Empirical studies of the basis of United States trade. Price agreements on primary commodities. Market structure, multinational firms, and foreign investment. Tariff theory and trade between industrialized and developing countries. Prerequisites: Economics 101 and 102. Meets Division I requirement.

207. Money and Banking The development and present organization of the financial system of the United States. Domestic and international monetary theory and policy. Prerequisites: Economics 101 and 102. Meets Division I requirement.

208. Labor Economics Analysis of the labor market—the demand for labor by the firm (including discrimination); aspects of labor supply (labor force participation, occupational choice, educational investment, on-the-job training); the role of unions and the impact of government policies. Emphasis on circumstances affecting women in particular. Prerequisite: Economics 101. Meets Division I requirement.

211. The Soviet System (at Haverford) Meets Division I requirement.

212. Comparative Economic Systems (at Haverford) Meets Division I requirement.

213. Industrial Organization and Public Policy (at Haverford) Meets Division I requirement.

214. Public Finance (at Haverford) Meets Division I requirement.

215. Urban Economics (at Haverford) Meets Division I requirement.

216. International Finance and Economic Policy Tariffs in a customs union. The balance of payments and theories of its determination. Fixed and flexible exchange rates. The dollar's behavior in exchange markets. The Eurodollar market and the European marketing system. Public policy for internal and external balance. Prerequisite: Economics 206. Meets Division I requirement.

217. Health Economics Economic analysis of the health sector: The demand for medical care (the role of uncertainty, insurance, and health as human capital); the supply of medical care (the market for medical education, the derived demand for medical inputs, investments in capital and research and development, quality vs. quantity of supply, models of hospital and physician behavior); cost containment and other health-related government policies; and the role of health in developing economies. Prerequisite: Economics 101. Meets Division I requirement.

221. United States Economic Development Long-term trends in output, labor and capital, and technology, with emphasis on the rise of "big business" after 1870. Foreign trade and investment and the role of government. The framework is one of imbalances and disequilibria in an expanding capitalist economy. Prerequisites: Economics 101 and 102. Meets Division I requirement.

222. History of Economic Thought Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. Emphasis on the development of economic theory; also economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 101 and 102 or permission of the instructor. Meets Division I requirement.

223a. History of Inequality and Work in the United States (at Haverford) Meets Division I requirement.

224. Economic History and Growth, 1750-1980 The development of the international market economy from the Industrial Revolution to World War II and its aftermath, with focus on Great Britain, France, and Germany. Topics include causes of economic growth and underdevelopment, the spread of industrialization and technological modernization, large-scale business enterprise, foreign trade and political power. Prerequisites: Economics 101 and 102 or permission of the instructor. Consult semester course list. Meets Division I requirement.

225. Developing Economies Analysis of the structural transformation of developing economies. Causes and role of savings, investment, skill, technological change and trade in the development process; strategies and methods of economic planning. Prerequisites: Economics 101 and 102. Meets Division I requirement.

226. Cliometric History of the United States (at Haverford) Meets Division I requirement.

228b. Economics of United States' Third World Peoples (at Haverford) Meets Division I requirement.

230-249. Topics in Economics Courses in the 230-249 series deal with contemporary problems from the economist's viewpoint. They are offered, as demand and staffing permit, in the following areas: Marx and Radical Political Economy (231), Latin American Economic Development (232), Environmental Economics (234), Corporate Finance and Capital Markets (242), and others. Students should ask the instructor about prerequisites.

300. Intermediate Microeconomic Analysis Systematic investigation of the analytical framework underlying the behavior of consumers and firms. Determination of price; partial and general equilibria; efficiency and equity. Application to current economic problems. Prerequisites: Economics 101 and 102 and one semester of college calculus or the equivalent.



ROCKEFELLER HALL

Built in response to the College's growing need for residential space at the turn of the century, Rockefeller Hall, designed by Cope and Stewardson and funded by a gift from John D. Rockefeller, opened in 1904 as Bryn Mawr's fourth residence hall. Located in accordance with the original plans of Cope and Stewardson, later confirmed by noted architectural planner Frederick Law Olmstead, to enclose the interior "lawns and courtyards" of the campus with buildings extending along the perimeter, Rockefeller continues the line of Pembroke West along Merion Avenue, turning sharply to define the southeast boundary along Yarrow Street. The Owl Gate of Rockefeller, an archway decorated with stone-carved owls and located at the corner of Merion and Yarrow streets, provides a physical and visual access to the interior of the campus, framing a corner view of Thomas library.

Although each dormitory offered a wide variety of differently-sized rooms, some with shared or individual studies and each priced accordingly, Rockefeller boasted the most luxurious accommodations. Thirty-nine students enjoyed single suites, each with private bedroom and sitting room; service rooms for sewing and hairdressing and a student grocery store were located in the basement. Although fixed room and board fees and a lottery system of housing assignment have replaced the differentiated room rates, Bryn Mawr students continue to enjoy an unusually wide variety of room and housing options.



301. Interindustry Analysis (at Haverford)

302. Intermediate Macroeconomic Analysis Theoretical foundations of income determination, monetary phenomena, and fluctuations in price levels and employment; introduction to dynamic process; economic growth. Prerequisites: Economics 101 and 102, and one semester of college calculus or the equivalent.

303. Quantitative Analysis of Economic Change Survey of dynamic macroeconomic models, including statistical estimation. Theory and practice of forecasting and simulation with econometric models; time series analysis. The necessary matrix algebra and computer techniques are developed in the course. Prerequisites: Economics 203 and one semester of calculus.

304. Introduction to Econometrics The econometric theory presented in Economics 203 is further developed and its most important empirical applications are considered. Each student will do a six-week empirical research project using multiple regression and other statistical techniques. Prerequisites: Economics 203 and one semester of calculus and permission of the instructor.

306. Advanced International Economic Policy Advanced models of economic integration. Trade and economic change in developed and developing economies. Foreign capital movements. Exchange rate determination. Prerequisite: Economics 206 and 225.

307. Advanced Economic Theory (at Haverford)

398-399. Senior Conference Weekly seminars for which readings are assigned and reports are prepared. Semester I: microeconomic and economic welfare topics; Semester II: macroeconomic and institutional topics.

403. Independent Research Any economics major may elect to do individual research, with the approval of the faculty member who acts as supervisor. A semester-long research paper is required; it will satisfy the 300-level research paper requirement.

ENGLISH

Professors:

Robert B. Burlin, Ph.D.

Thomas H. Jackson, Ph.D.

Professor of English and Performing Arts:

Robert H. Butman, M.A.

Associate Professors:

Carol L. Bernstein, Ph.D.

Sandra M. Berwind, Ph.D., *Chairman*

Peter M. Briggs, Ph.D.

E. Jane Hedley, Ph.D.

Joseph E. Kramer, Ph.D.

Assistant Professors:

Katrin Ristkok Burlin, Ph.D.

Susan Dean, Ph.D.

Christopher Kendrick, Ph.D.

Samuel G. Wong, Ph.D.

Lecturers:

Christopher Davis, A.B.

Xavier Nicholas, M.A.

Andrew W. Mellon Postdoctoral Fellow and Lecturer:

H. Meile Steele, Ph.D.

Instructors:

Maureen Corrigan, M.A.

Anne Dalke, Ph.D.

Tracy Kosman, M.A.

JoEllen Parker, M.A.

Catherine Robert, Ph.D.

The department offers an opportunity to explore all periods of English literature. Through comprehensive reading and close analysis, the department seeks to develop in both major and non-major an historical perspective, critical and writing abilities, and an understanding of the imaginative process.

Requirements in the major subject are English 101 and 102 or its equivalent and eight second-year or advanced units in English literature. At least two units must be at an advanced (300) level. At least one unit must be in the literature of the Middle Ages. The Senior Conference is required.

In consultation with departmental advisers and with the approval of the department, students may offer one unit of appropriate interdepartmental work toward fulfillment of the eight-unit requirement. Students may also, in consultation with their major advisers, take a portion of their work at Haverford. (The following courses regularly alternate between members of the Bryn Mawr and Haverford departments: 201, 202; 225, 226; 252; 260a, b; 264, 265.)

Although the Department of English does not require allied courses toward the completion of the major, it recognizes that other courses in the humanities are important for rounding out a liberal education or acquiring specific skills in preparation for later work or graduate study. Students who wish advice on allied courses are urged to consult their major adviser.

Students contemplating graduate work in English are reminded that most graduate schools require a reading knowledge of French and German, and frequently Latin as well, for the Ph.D.

Requirements for an English minor are English 101 and 102 or its equivalent and four second-year or advanced units in English literature. At least one unit must be at an advanced (300) level.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

COMPOSITION COURSES

015, 016. English Composition and Reading Training in writing discursive prose, with emphasis on the critical analysis of a few works by selected authors. There will be weekly papers, two class meetings a week, and regular conferences. (Note: There is one section of this course, called "Readings in English Literature," which may be substituted for the prerequisite to the English major, 101. In this section there will be three class meetings a week, as well as more reading. The paper requirements are the same as those for the other sections.)

CREATIVE WRITING COURSES

For course descriptions, see Arts Program in this catalogue.

191. Feature Writing

192. Fiction Writing

193. Advanced Fiction Writing

195. Verse Composition

198. Playwrighting and Production

199. Advanced Playwrighting and Production

190a. Introduction to Creative Writing (at Haverford)

191b. Poetry Writing (at Haverford)

LITERATURE COURSES

101, 102. Introduction to English Literature Prerequisite to the English major. A critical study, in chronological sequence, of selected authors and genres, from Chaucer through the Romantics. The emphasis will be on close reading and on the continuity of modes and traditions. English 101 or its equivalent is the prerequisite of 102. Meets Division III requirement.

128. Modern Drama Major developments in the theater from Ibsen to the present will be explored. Close attention will be given to traditions and conventions associated with the specific theaters such as the Abbey, the Moscow Art, and the Group, and to the schools of playwrighting. *Not for major credit.* Meets Division III requirement.

201, 202. Chaucer and His Contemporaries One semester will be devoted to a close reading of the *Canterbury Tales*. The other semester will concentrate on Chaucer's early poems and the *Troilus*, with supplementary readings. (Instructors share the course.) Meets Division III requirement.

210. Literature of the English Renaissance: Sixteenth Century Introduction to the major Renaissance genres, both in prose and poetry. Authors will include More, Wyatt, Gascoigne, Spenser, Sidney, and Marlowe. Meets Division III requirement.

211. Literature of the English Renaissance: Lyric Poetry The tradition that begins with Wyatt's lyrics in the sixteenth century. Major figures like Wyatt, Sidney, and Donne will receive special attention. The lyric will be studied both as an art form and as a social practice. Meets Division III requirement.

221, 222. English Drama to 1642 A chronological survey of drama in England (exclusive of Shakespeare) to the closing of the theaters in 1642. Special attention will be paid to theatrical conventions and to the elaboration of specific forms. 221 will concentrate on Medieval and earlier Renaissance drama. (Note: 221 fulfills the major requirement for a unit of work in the literature of the Middle Ages.) 221 is *not* a prerequisite to 222, which will focus on late Elizabethan, Jacobean, and Caroline drama. Meets Division III requirement.

225, 226. Shakespeare A survey of the Shakespeare canon. Meets Division III requirement.

230. Literature of the English Renaissance: Seventeenth Century Consult semester course guide. Meets Division III requirement.

231. Milton Consult semester course guide. Meets Division III requirement.

240. Restoration and Early Eighteenth-century Literature This course will examine such developments as: The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit; good taste and good manners; sin and salvation; individual identity and social responsibility; and the pressures exerted by class-consciousness and political constraints. The intellectual history of the period will also be a central concern. Principal readings will be drawn from Dryden, the Restoration dramatists, Defoe, Swift, and Pope. Meets Division III requirement.

241. Samuel Johnson and His Circle Readings will include a broad selection of Johnson's works, together with shorter samplings from Burke, Goldsmith, Boswell, Reynolds, and some of Johnson's literary adversaries (Chesterfield, MacPherson, MacKenzie, Blake, Wollstonecraft). Meets Division III requirement.

247. The Eighteenth-century English Novel A study of selected novels in the context of relevant eighteenth-century intellectual trends and critical approaches: Defoe, Richardson, Fielding, Smollett, Sterne, Radcliffe, Burney, Edgeworth, Austen. Meets Division III requirement.

252. The Romantic Movement Introduction to the work of the major Romantic poets: Blake, Coleridge, Wordsworth, Byron, Shelley, Keats. Study of the central texts in light of the emerging poetics and the distinctive ideas of the age. Meets Division III requirement.

258. The Nineteenth-century English Novel The study of selected novels in the context of relevant nineteenth-century intellectual trends and critical approaches. Austen, Dickens, Thackeray, Charlotte and Emily Bronte, Trollope, Eliot. Meets Division III requirement.

260a, 260b. American Literature to 1915 (at Haverford) The first semester studies American literature from its beginnings to the Civil War and includes works by Puritan writers, writers of the Federal Period, and Romantics such as Cooper, Emerson, Thoreau, Hawthorne, Melville, and Whitman. The second semester focuses on literature from the Civil War to 1915, including works by Whitman, Dickinson, Twain, Howells, Jewett, Chopin, and Stephen Crane. Besides the above list, the course will also consider lesser known works that require revaluation of such categories as "major" and "minor," "central" and "peripheral." Meets Division III requirement.

264, 265. American Literature. 1915-1940 The first semester includes prose and poetry written between the First and Second World Wars, with attention to the development of new themes and techniques. Authors include Frost, Stevens, Williams, and Hart Crane. The second semester includes prose and poetry from the Second World War to the present, with attention to the development of new themes and techniques. Authors include: Mailer, Updike, Bellow, Welty, O'Connor, Walker, Percy, Ellison, Toni Morrison, Malcolm X, Nabokov, Heller, Roethke, Lowell, Berryman. Besides the above list, the course will also consider lesser known works that require revaluation of such categories as "major" and "minor," "central" and "peripheral." Meets Division III requirement.

275, 276. Modern Literature Modern literature in its relationship to earlier literary and intellectual traditions, principal themes, and technical achievements, seen through the study of such writers as James, Conrad, Lawrence, Joyce, Yeats, Williams, Woolf, Stevens, Pound, Eliot. Meets Division III requirement.

277. Contemporary Fiction A survey of major authors of fiction, mid-century and after. The course covers English, American, and Commonwealth writers of novels and short stories: Doris Lessing, Eudora Welty, Alice Walker, Gail Godwin, Saul Bellow, John Barth, Chinua Achebe, and Vladimir Nabokov, among others. Meets Division III requirement.

278. Contemporary Poetry A survey of work by leading poets since the death of Pound and Williams. A look at various "schools" and movements in America and England and an attempt to trace their philosophical and creative orientation and their relationship to their literary forerunners. Poets will include Allen Ginsburg, James Merrill, Nikki Giovanni, A. R. Ammons, John Ashbery, Ted Hughes, Denise Levertov, and Adrienne Rich. Meets Division III requirement.

279. Modern African Fiction Works by African writers since liberation in Kenya, Nigeria, Ghana, and elsewhere. Achebe, Soyinka, Abrahams, Lessing, and Tutuola will be among the authors included. Meets Division III requirement.

282. The Lyric Instruction in the analysis of short poems from different periods. There will be some discussion of critical theory, but most of the time will be spent on learning to identify and negotiate with the verbal structures—prosodic, rhetorical, figurative—by which poems express their meaning. Meets Division III requirement.

284. Giving Eurydice a Voice: Women's Poetry This course will use the work of several women poets of the nineteenth and twentieth centuries to bring into focus what might be called a feminist poetic. Poets to be studied will include Elizabeth Barrett Browning, Emily Dickinson, Christina Rossetti, Gertrude Stein, H. D., Marianne Moore, Gwendolyn Brooks, Denise Levertov, Adrienne Rich, Anne Sexton, Sylvia Plath, Nikki Giovanni, Margaret Atwood. Meets Division III requirement.

285. The Urban Novel A study of city novels, primarily of the nineteenth century, with attention to the themes, characters, symbols, and plots which are associated with the urban milieu. Authors will include Dickens, James, Gissing, Gaskell, Trollope, Conrad, Woolf. Meets Division III requirement.

286. The Language of Drama A look at dramatic language and plays "about" language. Readings from the English drama of the last four centuries. Meets Division III requirement.

The following courses are open primarily to advanced students. Permission of the instructor is usually necessary, and enrollment may be limited.

300, 301. Old English Literature After a brief introduction to the language and some reading of prose, the first semester will be devoted to short lyrics and questions of Old English poetic style. The second semester will be devoted to a careful study of the textual and critical problems of *Beowulf*. The second semester cannot be taken unless the student has had prior training in the language.

302. Middle English Literature: The Alliterative Tradition *Pearl*, *Sir Gawain and The Green Knight*, *Piers Plowman*.

307. The English Language After a brief introduction to the history of the language, attention will be directed to practical and theoretical problems with special reference to the English language.

315. Sixteenth-century Chivalric Romance The entire semester will be devoted to Sidney's *Arcadia* and Spenser's *Faerie Queene*.

316. The Poetry of Spenser *The Shepheard's Calendar* and *The Faerie Queene*. In connection with these poems, the ideals and conventions of heroic and pastoral poetry will be examined.

323. Forms of Renaissance Tragedy Specimen tragedies of Marlowe, Shakespeare, Chapman, Jonson, Webster, Middletown, Tourneur, Ford, and others will be considered.

325. Advanced Shakespeare

326. Theater of Ben Jonson The comedies and tragedies of Jonson will be studied closely. Theatrical contexts will be established through consideration of other seventeenth-century plays and the techniques of production then current.

333. The Metaphysical Poets Primarily Donne, Herbert, Vaughan, Marvell.

340. Samuel Johnson and His Circle Readings will include a broad selection of

Johnson's works, together with shorter samplings from Burke, Goldsmith, Boswell, Reynolds, and some of Johnson's adversaries.

352. Romanticism and Interpretation Problems of interpretation, from such perspectives as language and myth, in the work of writers in the Romantic tradition. Readings will include works by Coleridge, Wordsworth, Shelley, Keats, Mary Shelley, Emily Bronte, and Hopkins, as well as seminal modern texts on the Romantics.

358, 359. Women of Talents Selected eighteenth-, nineteenth-, and twentieth-century English female novelists. Emphasis will be on the thematic and formal relationships between novels by Burney, Austen, Charlotte and Anne Bronte, Eliot, Gaskell, Woolf, Murdoch, and Drabble.

363. Walt Whitman and American Poetry A study of the poetry and poetics of Whitman, giving attention to his predecessors in English and American literature, and to such twentieth-century successors as Hart, Crane, Williams, Olson, Ginsburg, and/or others. Prerequisite: English 260a or 260b (or the equivalent), or permission of the instructor.

371. The Development of Modern Poetry The background and early stages of modern poetry, including Imagism and its offshoots. Readings in the early work of Yeats, Pound, and Eliot, and some discussion of the French poetry that influenced them (competence in French helpful but not essential); and in the critical works of A. G. Lehman and Hugh Kenner.

375. W. B. Yeats and Wallace Stevens A study of the relationship between the poetic techniques and critical theories of two modern "philosophical" poets.

376. Joyce and Lawrence A consideration, through the analysis of several works by each writer, of the philosophical and political concepts that underlie their modes of fiction. Brief attention will be paid to their legacy as demonstrated in the work of such writers as Samuel Beckett and Doris Lessing.

383. The Novel and Society A study of the relation between the aesthetic form of novels and their claims to represent social or historical reality or to incorporate ideas about society. Readings will include a group of novels (primarily from the nineteenth century) that offer diverse perspectives on these issues, as well as critical writing on topics ranging from mimesis to ideology.

384. Theories of Fiction A study of the construction, interpretation, and contexts of fiction. Readings will include critical texts that exemplify major approaches to fiction (structural, post-structural, sociological), and two or three novels.

385. Problems in Satire A review of the major developments in English satire since 1600 and an exploration of such traditional problem areas as the persona; social, moral, and literary decorum; the limits of satiric metaphor and satire itself; form and mock-form; and the tendency of satire to invade prevailing literary types. Readings from Donne, Swift, Pope, Sterne, Blake, Byron, and selected modern satirists.

386. Marxist Critical Theory Readings in the tradition of Western Marxism. The focus will be on literary and cultural criticism, with "digressions" into other kinds of theory (economic, political, philosophical). Readings include Marx, Engels, Lukacs, Gramsci, Brecht, Benjamin, Sartre, Althusser, and others.

387. Utopias Past and Present The first part of the course will study the tradition of literary utopias (and dystopias) through the nineteenth century, beginning with More's *Utopia*, and including Bacon, Rostand, William Morris, and H. G. Wells. The second half will focus on more recent incarnations of Utopia (from 1940 on), including works of science fiction by Joanna Russ, Ursula Leguin, Philip Dick, and the Strugatski Brothers. Some theoretical readings will be included.

388. Poets on Poetry Theories of the poem since the nineteenth century, with emphasis on the development of modern poetics. Theoretical writings and poetic examples by Poe, Wordsworth, Shelley, Pater, Yeats, Pound, Williams. Philosophical readings in Bergson, T. E. Hulme, and others.

389. Philosophies of Literature The development of modern English literary thought, beginning with Coleridge and Arnold as (respectively) psychological and moral critics, and tracing the course of both expressionist and systematic or "scientific" criticism in such modern figures as I. A. Richards, Susanne Langer, R. B. Collingwood, and Northrop Frye, among others.

398, 399. Senior Conference Each year's senior conference is designed in consultation with the junior majors during the spring semester preceding their senior year. Each year's design aims at meaningful correlation with the course experiences of the students.

Haverford College offers the following courses in English:

215b. Introduction to Linguistics

245a. Victorian Literature

261a, 261b. Afro-American Literature

267a. Novels and Films

268b. Contemporary Women Writers

299. Junior Seminar (For Haverford majors only)

301. Topics in Medieval Literature

325. Topics in Shakespeare

354a. Topics in British Literature

369. Topics in American Literature

Courses shared with Bryn Mawr are described above.

FINE ARTS

At Haverford College

Professors:

Charles Stegeman, Academic Royale des Beaux-Arts (Brussels)

R. Christopher Cairns, A.B., M.F.A.

Associate Professor:

William E. Williams, A.B., M.F.A.

Fine Arts majors are required to concentrate in either painting, sculpture, photography, or graphics. Fine Arts 101, two different 200-level courses outside the area of concentration; two 200-level and one 300-level courses within that area; 107 a or b; 499; three art history courses to be taken at Bryn Mawr College are required.

101. Fine Arts Foundation Program Drawing, painting, photography, sculpture, graphic arts.

107a, b. Analysis of the Visual Vocabulary

231a, b. Drawing All Media

233a, b. Painting: Materials and Techniques

- 241a, b. Drawing All Media
- 243a, b. Sculpture: Materials and Techniques
- 251a, b. Photography: Materials and Techniques
- 333a, b. Experimental Studio (Painting)
- 343a, b. Experimental Studio (Sculpture)
- 351a, b. Experimental Studio (Photography)

FRENCH

Professors:

Michel Guggenheim, Ph.D.
Catherine Lafarge, Ph.D., *Dean of the Graduate School of Arts and Sciences*
Mario Maurin, Ph.D.

Associate Professor:

Grace M. Armstrong, Ph.D., *Chairman*

Assistant Professor:

Claudia G. Reeder, Ph.D.

Instructors:

Janet Doner, M.A.
Catherine Nesci, Agrégée

Professors of History:

J.H.M. Salmon, M.Litt, Lit.D.
Alain Silvera, Ph.D.

The major in French includes work in both literature and language (track I), as well as work in French history and civilization for those who wish to offer an interdisciplinary concentration (track II). In the first year, students are introduced to the study of French literature, and special attention is given to the speaking and writing of French. Second-year courses treat French literature from the beginning to the present day. In these courses, students whose command of written French is inadequate will be expected to attend regular sessions devoted to special training in writing French. Two second-year courses are devoted to advanced language training, with practice in spoken as well as in written French.

Advanced courses offer detailed study either of individual authors, genres, and movements (track I) or of particular periods, themes, and problems in French culture (track II). In both tracks, students are admitted to advanced literature courses after satisfactory completion of two semesters of 200-level courses in French literature. In track II, satisfactory completion of the introductory course in French civilization is a prerequisite for admission to advanced courses in French history and civilization. Alternatively, admission to these courses may be granted by placement test and permission of the department.

Students in all courses are encouraged to make use of the language laboratory. In French 001-002, 003-004, 212, 260, and 261, the use of the laboratory and intensive oral practice in small groups directed by a department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr by study abroad either during the summer at the *Institut* in Avignon or

during the sophomore or junior year. Residence in French House for at least one year is advisable.

Requirements in the major subject are: (1) *Literature concentration*: French 101-102, French 212 or 260 or 261, four semesters of 200-level literature courses, two semesters of advanced literature courses, and the Senior Conference in literature.

(2) *Interdisciplinary concentration*: French 101-102, French 212 or 260 or 261, French 296-Interdepartmental 291, four semesters of 200-level literature courses, and two semesters of 200-level French history courses, and two semesters of advanced-level French history courses (or four semesters of advanced-level French history courses), and the interdisciplinary Senior Conference.

(3) *Both concentrations*: Students whose preparation for college has included advanced work in language and literature may, with the consent of the department, substitute a more advanced course for French 101-102. Occasionally, students may be admitted to seminars in the graduate school. Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department and of the dean of the Graduate School of Arts and Sciences.

Undergraduates who have excelled in the French major may be invited by the department to do honors during the two semesters of their senior year.

All French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take French 212 or 260 or 261.

Requirements for a French minor are French 101-102, French 212 or 260 or 261, and four second-year or advanced courses in French literature. At least one course must be at an advanced (300) level.

The Department of French participates in the interdepartmental majors in The Growth and Structure of Cities (see page 101) and The Romance Languages (see page 172).

Students majoring in French may, by a joint recommendation of the dean of the College and the Department of French, be allowed to spend their junior year in France under one of the junior-year plans, such as those organized by Barnard and Columbia, Hamilton, Hood, Sarah Lawrence, Smith, Swarthmore, and Sweet Briar Colleges, New York University, Vanderbilt University, University of Vermont, or Wesleyan University.

Students wishing to enroll in a summer program may apply for admission to *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr. The *Institut* is designed for selected undergraduates and graduate students with a serious interest in French culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history, and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level, or the equivalent.

The Department of French, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

001, 002. Elementary French The speaking and understanding of French are emphasized particularly during the first semester. The work includes regular use of the language laboratory and is supplemented by intensive oral practice sessions three or four times a week. The course meets five times a week. Both semesters are required for credit.

003, 004. Intermediate French The emphasis on speaking and understanding

French is continued, texts from French literature are read, and short papers are written in French. Students are expected to use the language laboratory regularly and to attend supplementary oral practice sessions twice a week. Both semesters are required for credit.

101, 102. Introduction to Literary Analysis Presentation of essential problems in literary analysis by close reading of works selected from various periods and genres (drama, poetry, novels, and short stories). Participation in discussion and practice in written and oral expression are emphasized. Both semesters are required for credit. Meets Division III requirement.

201. Le chevalier, la femme et le prêtre: littérature et publics du Moyen Age A study, through selected works read in modern French version, of the principal literary genres of medieval literature: saint's life, epic, *lai*, *roman courtois*, *fabliau*, lyric poetry, religious and secular drama, and historical chronicles. Meets Division III requirement.

201b. The Classical Age (at Haverford) Meets Division III requirement.

202. The Renaissance A study of the development of Humanism, the concept of the Renaissance, and the Reformation. The course will focus on representative works, with special attention given to the prose of Rabelais and Montaigne, the *Conteurs*, the poetry of Marot, Sceve, the Pleiade, and d'Aubigné. Meets Division III requirement.

202a. Nineteenth-century Lyric Poetry (at Haverford) The lyrical rebirth of the nineteenth century: Vigny, Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Meets Division III requirement.

203. Baroque et classicisme The course will cover representative authors and literary movements. Special attention will be given to the concepts of the Baroque, the development of tragedy (Corneille, Racine), and the Age of Classicism. Meets Division III requirement.

203a. The Novels from Laclos to Proust (at Haverford) Offered on demand. Meets Division III requirement.

204. The Enlightenment The course will include texts representative of the Enlightenment and the pre-Romantic movement, with emphasis upon the development of liberal thought as illustrated in the *Encyclopédie* and the works of Montesquieu, Voltaire, Diderot, and Rousseau. Meets Division III requirement.

205. De Romantisme au Naturalisme: Studies in French Prose From Chateaubriand and Romanticism to Zola and Naturalism, a study of selected novels and plays. Meets Division III requirement.

206. Les maîtres de l'époque moderne: Missionnaires et cannibales A study of selected works illustrating the principal literary movements from the turn of the century to the present. Gide, Proust, Valéry, Claudel, Surrealism, Existentialism, the Theater of the Absurd, the New Novel. Meets Division III requirements.

212. Advanced Training in French Language A general review of the most common difficulties of the French language, with intensive drill in syntax patterns and vocabulary. Practice in composition, conversation, and diction. Course counts as one-half credit; with addition of third hour counts as full semester credit.

215. Solitaires et étrangers du Grand Siècle aux Temps Modernes From withdrawal or reverie to alienation and/or revolt. This course focuses on the individual (Molière's misanthrope, the picaresque hero, the romantic egotist, Camus' stranger, and Beckett's vagabond) in quest of identity as seen in works representing a variety of interactions with society.



THOMAS LIBRARY

When M. Cary Thomas became president of the College in 1894, Bryn Mawr architecture took a turn for the exotic. In the Thomas Library, Cope and Stewardson designed for her an outdoor cloistered area in the center of the structure, containing a fountain and adorned with grotesques designed by the English carver Alec Miller. The glory of Thomas is the spacious Great Hall, once the main reading room of the library, where musical performances and the daily Coffee Hour now take place. The ceiling is high and the huge lead-paned windows filtering in the afternoon sunlight, create a cathedral-like effect. Thomas, pleased with the results, claimed to have had a major role in bringing two great Oxford monuments to her campus, the great hall of Wadham College, Oxford, and the porch of Oriel College Chapel. At a memorial talk acknowledging the achievements of Walter Cope, she boasted, "Our Bryn Mawr buildings are truly original in their adaptation of Jacobean Gothic—and possess more Romance and Charm than any except the most beautiful of the older colleges at Cambridge and Oxford, and they are in themselves far more sympathetic and satisfying than any of the many college buildings erected in England after Jacobean models."

Outgrown as a library, Thomas Hall later underwent renovation to transform existing basement space, formerly the stack area, into academic offices and classrooms, a projection area and storerooms for the Art and Archaeology Departments, and an important Art and Archaeology library. The Mariam Coffin Canaday Library, built in 1970, now contains the bulk of Thomas' holdings.



- 220. Surréalisme et dadaïsme** This course will study surrealism and dadaïsism both as historical movements and as a state of mind. Readings will be chosen from among the works of Tzara, Vitrac, Breton, Elouard, Aragon, Desnos, Soupault, and Péret. Attention will be given also to artists such as Dali, Magritte, Ernst, Tanguy, Picabia, and Duchamp. Meets Division III requirement.
- 241a. The Impressionist Era** (at Haverford) Offered on demand.
- 243b. Contemporary France** (at Haverford) Offered on demand.
- 246. Women in the Middle Ages** A study of women in selected societies of medieval Europe (from Rome to Early Renaissance) with particular attention to the historical activities and literary portrayal of women in the twelfth century. Prerequisite: French 101-102 or History 111 or equivalent work. Meets Division IV requirement.
- 260. Stylistique et traduction** Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, translation of literary and non-literary texts, and original composition. Course counts as one-half credit; with addition of third hour counts as full semester credit.
- 291. La Civilisation française** Conducted in French, this is a one-semester course. Surveys French cultures and society from the Revolution to de Gaulle's Republic. Serves as the second half of the introduction course for French track II majors. Prerequisite: 101-102. Meets Division IV requirement.
- 295. Paris in the Seventeenth and Eighteenth Centuries** A study of the geography, architecture, economics, sociology, and politics of Paris in these two periods. Offered on demand. Meets Division IV requirement.
- 296. Littérature, Histoire et société de la Renaissance à la Révolution** Conducted in French. A study of the historical background of French literature and the evolution of French society, as seen in a selection of poems, plays, novels, essays, memoirs, letters, and public addresses, from Rabelais to Robespierre. Serves as the first half of the introductory course for French track II majors. Prerequisite: a good command of French. Meets Division III requirement.
- 297. L'Histoire à l'époque romantique: historiens, romanciers, auteurs dramatiques** This one-semester course is concerned with the romantic vision of French history in the generation following Napoleon. It will involve study of the works of professional historians, writers of historical drama, and historical novelists. Among authors to be discussed are Guizot, Thierry, Vigny, Mérimée, and Hugo. The class will be partly conducted in French. Meets Division IV requirement.
- 302. La Pléiade** Offered on demand.
- 306. Le roman au XVIIIe siècle** An in-depth study of works representative of the eighteenth-century French novel. Special attention will be given to the memoir novel (Marivaux and Prévost), the philosophical novel (Diderot and Voltaire), and the epistolary novel (Rousseau, Laclos, and Rétif de la Bretonne).
- 307. Marivaux et Giraudoux** Representative works of fiction and drama will be read and examined closely in an attempt to bring out the similarities between the two authors. Their concept of "préciosité" will receive particular emphasis. Offered on demand.
- 308. Baudelaire** A study of the *Fleurs du Mal* and the *Petits Poèmes en prose*, with emphasis upon the *modernité* of themes and techniques. Some attention will be given to the *Paradis artificiels* and a selection of Baudelaire's critical writings as primary sources of later definitions of the nature and function of the symbol in poetry and other arts. Offered on demand.

309. Verlaine, Rimbaud A close study of the major works of the two poets, with special attention to their distinctive evolution, treatment of archetypal themes and images, and experiments with poetic form and language. Discussion of Verlaine and Rimbaud in the light of modern critical theory will be included in the course, but primary emphasis will be on texts and the concept of poetry they reveal. Offered on demand.

311. Le Théâtre du vingtième siècle A close examination of selected works of major French dramatists from Claudel to Beckett and Genet, with emphasis on the dialectic of heroism and nihilism, tradition and revolt in the vision of the theater as an art form, and innovative techniques of stagecraft. Special attention will be given to twentieth-century adaptations of Greek myths, the influence of surrealism and existentialism, *le théâtre de l'absurde*, and the diversity of the contemporary *avantgard*. Offered on demand.

311a. Advanced Topics in French Literature (at Haverford)

314. Gide et Sartre A survey of representative works written by these two writers, with particular emphasis on Gide's fiction and Sartre's concept of the relationship between literature and action. Offered on demand.

315. Women Writers: George Sand, Colette, Simone de Beauvoir This course will concentrate on the fiction of these three major women writers, each of whom addressed some of the issues of feminism but were more largely concerned with the problem of identity at the height of the Romantic era, *La Belle Epoque*, and the Age of Existentialism. Offered on demand.

328, 329. Topics in Revolutionary Europe, 1789-1848 Semester I covers the French Revolution and Napoleon. Selected topics in liberalism, nationalism, and socialism to the Revolution of 1848 are studied in the second semester.

330, 331. Modern France The French national experience from the Paris Commune to the 1968 student revolt. Semester II examines the adaptation of traditional values to social and economic change.

350. Voix médiévales et échos modernes A study of selected nineteenth- and twentieth-century works inspired by medieval subjects, such as the Grail and Arthurian legends or Eve-Mary typology, and by medieval genres, such as the *chanson de geste*, the saint's life, or the miracle play. Included are works by Hugo, Flaubert, Claudel, Cocteau, France, Suarès, Bonnefoy, Genevoix, Gracq, Yourcenar.

352. La Vision de la femme dans la littérature française The vision of woman in representative French authors from Christine de Pisan to Mme de Staël. Novels, plays, essays, and poems written by both men and women will be studied to illustrate the many variations of that vision during four centuries. Offered on demand.

353. Autobiographies de Chateaubriand à Sartre The course will include texts representative of the genre such as Chateaubriand's *Mémoires d'Outre-Tombe*, Stendhal's *La Vie de Henry Brulard*, Vallès' *L'Enfant*, Colette's *Sido*, and Sartre's *Les Mots*. Offered on demand.

354. Ecrivains engagés de Montaigne à Sartre A study of the commitment to action of French authors spanning four centuries. Such crises as the Religious Wars, the persecution of Jansenism, absolute monarchy, the rise of the spirit of Enlightenment, the French Revolution, the industrial era, the Dreyfus Affair, pacifism and *Resistance* in the 1930s and 1940s will be examined through selected texts. Offered on demand.

355. Techniques narratives An intensive study of problems in narrative techniques as found in representative examples of romance, novel, *nouvelle*, and short

story. Emphasis will be given to the handling of narrative time, to the role of the narrator, and to the fictional modes of chronical, diary, *mémoires*, and epistolary novel. Offered on demand.

355b. Topics in Early Modern European History: The French Revolution (at Haverford) Offered on demand.

362. France, 1559–1661 The period from the religious wars to the personal rule of Louis XIV is treated as a unity in which revolutionary changes occurred in the structure of French society. These changes are examined in the light of French literature and political thought in the period.

397. Interdisciplinary Senior Conference A series of weekly seminars examining the relationship between literature, political theory, and historiography within a selected period. Each student will undertake a special project, which will be submitted in writing and defended verbally. There will also be a three-hour written examination.

398, 399. Senior Conference in Literature A weekly seminar on representative works of French literature followed at the end of the year by an oral explication of a French literary text and a three-hour written examination. One research paper each semester.

GEOLOGY

Professors:

Maria Luisa Crawford, Ph.D., *Chairman*

William A. Crawford, Ph.D.

Lucian B. Platt, Ph.D.

William Bruce Saunders, Ph.D.

Assistant Professor:

Barbara C. Seidell, Ph.D.

The department seeks to make students more aware of the physical world around them and of its development through time. The subject includes a study of the materials of which the world is made; of the physical processes which have formed the earth, especially near the surface; of the history of the earth and its organisms; and of the various techniques necessary to investigate earth processes and history. Each introductory course is designed to cover a broad group of topics from a different perspective. Students may elect any of the 100 courses, except that 103 Environmental Geology may not be taken after 101 Physical Geology. Geology borrows widely from its sister sciences, using many disciplines to investigate problems of the earth. An essential part of any geologic training lies outside the classroom in field work, which is part of many courses, and of independent research projects.

Fourteen courses are required for the major: Geology 101 or 103, 102, 201, 202, 203, 204; two courses each in two of the following: Chemistry, mathematics, physics 403, and either three advanced geology courses or two advanced geology courses and an additional upper-level course in chemistry, mathematics, or physics. Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors undertake a research project in the fall or spring semester of the senior year. A student may elect to do a longer, two-semester project with the

approval of the research adviser. Honors are awarded to students who have outstanding academic records in geology and allied fields, who have completed a full year of independent research on a field or laboratory problem, and whose research work is judged by the faculty of the department to be of the highest quality.

A minor in geology consists of the following courses: 101 or 103, 102, 201, 202, 203, and 204

101. Physical Geology A study of the materials, structures, and forces in the earth. Both surface and internal processes are covered, with an emphasis on the interactions between these processes using the theory of plate tectonics. Laboratory and field work focus on learning the tools for geological investigations and applying them to the local area. Three lectures, one afternoon of laboratory or field work a week, and a one-day required field trip on a Saturday. Meets Division II requirement.

102. Historical Geology The history of the earth from its beginning and the evolution of the living forms which have populated it. Three lectures, one afternoon of laboratory or field work a week. A required three-day field trip is taken in the late spring. An extra fee is collected for this trip. Meets Division II requirement.

103. Environmental Geology Investigation of the geological processes that shape the earth and the spectrum of human interactions that modify this natural system. Pertinent issues that affect land use and management of the environment will be discussed. These include natural geologic hazards, energy alternatives, waste disposal, and urban planning. Laboratory work will focus on local field trips that emphasize current environmental issues covered in lecture. This course may not be taken after 101. Three hours of lecture and three hours of laboratory or equivalent field experience each week. A required three-day field trip is taken in the late spring. An extra fee is collected for this trip. Meets Division II requirement.

201. Crystallography and Optical Mineralogy The study of geometrical and optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Three lectures and three and one-half hours of laboratory a week. Prerequisite: one year of college-level geology, or permission of the instructor.

202. Descriptive Mineralogy and Mineral Paragenesis Descriptive and determinative hand specimen and optical mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and typical associations of minerals. Three lectures and three and one-half hours of laboratory a week. Prerequisite: Geology 201.

203. Invertebrate Paleontology A systematic survey of animal groups in geologic time, with emphasis on their morphology, ecology, and evolution. Three lectures, three hours of laboratory a week. Prerequisites: Geology 101 or 103 and 102 or permission of the instructor.

204. Structural Geology Recognition and description of deformed rocks; map reading; introduction to mechanics and patterns of deformation. Three lectures and three hours of laboratory or field work a week. Prerequisites: Geology 101 or 103, 102, and analytical geometry or trigonometry.

301. Geochemistry Principles and theory of various aspects of geochemistry to include elementary thermodynamics and phase diagrams, an introduction to isotopes, geology, Eh-pH relationships, organic geochemistry, weathering processes, and soil formation. Three lectures per week, occasionally augmented by field work. Prerequisites: Geology 201, 202, and one year of college-level chemistry or permission of the instructor.

302. Aqueous Geochemistry The geochemistry of natural waters. Emphasis will be on low-temperature water-rock interactions. The fundamental principles are applied to natural systems with particular focus on chemical sediments and diagenesis. Three hours of lecture per week and three weekend field trips. Prerequisites: Geology 201, 202, and one year of college-level chemistry or permission of the instructor.

303. Advanced Paleontology Principles, theory, and application of various aspects of paleontology such as evolution. Three lectures, three hours of laboratory a week (with occasional field work). Prerequisite: Geology 203 or permission of the instructor.

304. Tectonics Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and of certain geophysical data. Three lectures and three hours of laboratory or field work a week. Prerequisite: Geology 204.

305. Igneous and Metamorphic Petrology The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lectures and three hours of laboratory or equivalent field work a week. Occasional weekend field trips. Prerequisites: Geology 201, 202, and one year of college chemistry.

306. Sedimentology Introduction to physical sedimentary processes and the petrology of sedimentary rocks. Origin of siliciclastic deposits with emphasis on depositional modes and facies complexes; a brief introduction to carbonate and chemical deposits. Three lectures and three hours of laboratory or equivalent field work a week, with occasional weekend field trips. Prerequisites: Geology 201, 202, or permission of the instructor.

307. Stratigraphy Principles, theory, and criteria for recognition of processes of formation of sedimentary rocks. Environments of deposition, basic stratigraphic relations, and interpretations of specific lithotopes. Three lectures a week, laboratory, and field trips. Prerequisites: Geology 201, 202, and 203, or consent of the instructor.

308. Principles of Economic Geology An introduction to the formation, localization, and exploitation of non-fuel mineral deposits. Three lectures, three hours of laboratory a week. Prerequisites: Geology 201, 202, and either 301 or 302, or 305.

310. Introduction to Geophysics Equations describing gravity and magnetic fields and the movement mechanisms and paths of seismic waves and heat are discussed. Data obtained using these techniques are applied to regional and whole-earth topics. Three hours of lecture a week. Prerequisite: High school physics and one year of calculus.

403. Independent Research An independent project in the field, laboratory, or library culminating in a written report and oral examination.

Selected Graduate Courses:

Certain graduate courses are open to properly trained undergraduates with the approval of the instructor, the student's class dean, and the dean of the Graduate School of Arts and Sciences.

GERMAN

Professors:

John R. Cary, Ph.D., *Acting Chairman*

Nancy Dorian, Ph.D.

Assistant Professors:

Kenneth Calhoon, Ph.D.

Myra Love, Ph.D.

Azade Seyhan, Ph.D.

Lecturer:

Helga Schreckenberger, Ph.D.

GERMAN STUDIES

Professor of History:

Barbara Lane, Ph.D.

Assistant Professor of History:

Jane Caplan, D. Phil.

Professor of Philosophy:

George Kline, Ph.D.

Assistant Professor of Philosophy:

Robert Dostal, Ph.D.

At Haverford

Professor of History:

John Spielman, Ph.D.

Professor of Philosophy:

Richard Bernstein, Ph.D.

Associate Professor of Philosophy:

Kathleen Wright, Ph.D.

Associate Professors of Religion:

Richard Luman, Ph.D.

Ronald F. Thiemann, Ph.D.

The bi-college Department of German combines the faculty of Bryn Mawr and Haverford Colleges to offer a unified program and a variety of courses and major options. The purpose of the major in German is to lay the foundation for an understanding and appreciation of German culture through its literature and language, through the history of its art, its thought, and its institutions.

There are two major options: *German Language and Literature* and *German Studies*. The first aims at acquainting students with the various epochs of German literature, the major authors, central problems and themes of German literature and culture, developing skill in analyzing and interpreting literary texts, and at understanding the history and structures of the German language. The major in German Studies allows students to combine work in German language and literature with other fields of study, for instance history, philosophy, history of religion, political science, economics, linguistics, musicology. It aims at providing a broad overview of the historical, political, and cultural development of Germany and at developing skills in analyzing problems in German history and culture from a broad, comparative perspective.

The development of language skills is an important goal of both majors. For language and literature majors, all classes and discussions are conducted in Ger-

man; all work, including the senior thesis, is to be written in German. Courses offered for the major in German Studies need not be conducted in German, though generally the readings will be assigned from original texts and the students may choose to use German for their written work. Majors in either option are encouraged to spend some time in German speaking countries in the course of their undergraduate studies. They will be favored in the competition for positions in the Bryn Mawr-Haverford summer work program in German speaking countries and are strongly urged to apply. Summer studies in Germany and the junior year abroad are also possible.

The major in language and literature consists of ten units. The normal course sequence is 101-102, 201 or 202, 203, and three other courses at the 200 level, two courses at the 300 level, and the Senior Conference. Senior Conference is a seminar course taught by two members of the faculty. It focuses on a problem or theme in German literary/intellectual history. Each student writes a senior thesis analyzing a particular work against the background of the conference topic. The thesis will be presented and discussed at the senior presentations, the culmination of the major. In addition, seniors will take a comprehensive examination consisting of three parts: (1) History of German Literature (of five periods surveyed in the 200-level courses: Middle Ages/Renaissance; Baroque/Enlightenment/Sturm und Drang; Classicism/Romanticism; Realism/Naturalism/Turn of the Century; Expressionism/Modern—familiarity with four will be expected). Each student will propose two periods for testing in the comprehensive. (2) Analysis of a literary text (an unidentified text to be discussed in terms of style, form, context within a period of German literature), and (3) history of a genre.

Requirements for the major in German studies are ten units including the Senior Conference. The program of studies is designed by the student in consultation with the director of the program. While this ensures a great deal of flexibility in planning, the major will ordinarily include the following: German language and literature majors take German 101 and 102, German 201 or 202 or 212, and one 200-level course on a period of German literature. German studies majors take German Studies 220 and 221: German Culture and Civilization; three courses in area(s) of German studies, at least two of which must be at the 300-level; and German studies Senior Conference. Students majoring in the program are encouraged to take German 212 Readings in German Intellectual History. Apart from the above guidelines, an important consideration in framing a major is the logical coherence of courses. The choice of courses constituting the major should be made with this criterion in mind. Work on the senior thesis will be guided by two faculty members; the first reader will be the instructor of the Senior Conference; the second reader will be chosen by the student from among the faculty members participating in the program. This committee of two will also administer the senior comprehensive examinations. All German majors are encouraged to take work in at least one foreign language other than German.

Students with adequate preparation may enroll in the graduate program, leading to the simultaneous awarding of the A.B. and M.A. degrees in German.

A minor in German consists of seven units of work. To qualify, students are required to take 201 or 202, 203, two further units at the 200 level, and at least one unit of 300-level work. Apart from these requirements and with the department's approval, the seven units may be distributed among courses at the 101-102 level or above, according to the needs of the individual student.

A minor in German studies consists also of seven units of work. To qualify, students are required to take 201 or 202 or 212; German Studies 220 and 221, and at least one unit of 300-level work. With the approval of the department, 101 and 102 may be counted for the minor.

001,002. Elementary German Both semesters required for credit.

003,004. Intermediate German Thorough review of grammar, exercises in composition, oral practice, and specially selected readings for students who have had the equivalent of two years of high school German and for those who are not adequately prepared to take German 101.

101,102. Readings in German Literature Thorough review of grammar, with continued practice in speaking and writing. Reading and discussion of selected works of German literature, including poetry, novellas, and drama. Meets Division III requirement.

201,202. Advanced Training in the German Language Advanced training in grammar, speaking, and writing; stylistic exercises; reading of non-fictional material, oral reports and discussions; compositions.

203. Goethe and Schiller Meets Division III requirement.

204. Romanticism Meets Division III requirement.

205,206. Introduction to Modern German Literature Meets Division III requirement.

207. German Language and Folk Tradition Introduction to German folk literature. Various important genres of German folk tradition, e.g., proverb, fairy tale, Schwank, nonsense poetry, are considered from the perspectives of folklorists, literary critics, psychologists, anthropologists, and linguists. Meets Division III requirement.

210. Introduction to Literary Analysis An introduction to various ways of approaching literary texts based on readings both from German literature and from recent European and American literary theory. Meets Division III requirement.

German Studies 212. Readings in German Intellectual History Reading and discussion of major texts in German intellectual history: Lessing, Kant, Hegel, Marx, Nietzsche, Freud, etc. The purpose of the course is to develop students' facility in the reading of non-fiction texts and to gain a command of basic vocabulary and concepts of the humanistic disciplines in Germany. Readings in German; other work in English. Meets Division IV requirement.

215. German Literature of the Middle Ages Meets Division III requirement.

216. German Literature of the Renaissance and Baroque Meets Division III requirement.

German Studies 220,221. German Culture and Civilization Introduction to key developments in German culture, stressing the quest for cultural-political identity. The course will focus on Germany's evolving perception of itself as reflected in its literature, arts, philosophy, and religious thought. Readings in German; all other work in English. Meets Division IV requirement.

250. Germanic Mythology The culture, religion, and mythology of the Germanic peoples before and during the conversion to Christianity. Reading of the Eddas, some epics, and historical sources. In English. Meets Division III requirement.

301. History of the German Language History of the German Language from its Indo-European origin to its modern dialects, with emphasis on the great "Germanizing" language changes and on archaic features which are still in evidence in modern German.

302. Vernacular Literature in Medieval Germany Readings around a particular theme or in a particular genre, drawn from the rich body of medieval German literature and considered in the European context.

- 303. Modern German Prose** An advanced seminar on various topics in twentieth-century German prose.
- 304. The German Novella** An in-depth study of one of the most important German literary genres. The course covers the origins of the novella as a genre and major German novellas from classicism to the present.
- 305. Modern German Drama** Major Austrian, German, and Swiss dramatic works of the nineteenth and twentieth centuries will be considered.
- 309. History of the German Theater** A study of German dramatic texts in their relationship to theatrical production from the Middle Ages to modern times.
- 310. Lessing and the Enlightenment** A study of Lessing's major works and his relationship to contemporary literary, aesthetic, dramaturgical, historical, and theological trends.
- 315. Language Learning and Teaching** An introduction to applied linguistics, with special consideration given to topics such as: language aptitude and what it may consist of; various language teaching methodologies and their advantages and disadvantages; error analysis; first language acquisition as compared with second language acquisition; individual and societal bilingualism; bilingual education in various forms.
- 320. Topics in German Literature** Topic for Fall, 1985: *Contemporary Prose Fiction*.
- 356. Topics in German Literature** (at Haverford)
- 399. Senior Conference in Language and Literature** A seminar course taught by two members of the faculty. It focuses on a problem or theme in German literary/intellectual history. Each student writes a senior thesis analyzing a particular work against the background of the conference topic. The thesis will be presented and discussed at senior presentations.
- 399. Senior Conference in German Studies**
- 403. Independent Study**

GERMAN STUDIES

- German Studies 212. Readings in German Intellectual History** See above.
- German Studies 220,221. German Culture and Civilization** See above.
- German Studies 399. Senior Conference in German Studies** See above.
- History 225,226. Europe Since 1789** - The main political, social, and cultural developments of the European states since the French Revolution.
- History 227. The Age of Absolutism**
- History 247,248. Germany: 1815 to the Present** Introduction to the history of modern Germany, by lectures and discussion. The course emphasizes social and political themes, including nationalism, liberalism, industrialization, women and feminism, labor movements, National Socialism, partition and postwar German history. Two-semester course, but either semester may be taken independently with the instructor's permission.
- History 318,319. Topics in European History**
- History 355a,355b. Topics in Early Modern European History**
(at Haverford)
- Philosophy 229b. Wittgenstein** (at Haverford)
- Philosophy 302a. Kant** (at Haverford)
- Philosophy 303b. Hegel** (at Haverford)

- Philosophy 305a. Early Modern Continental Philosophy** (at Haverford)
Philosophy 306a,b. Nineteenth-century Philosophy: Marx and Engels
(at Haverford)
Philosophy 308a. Topics in Recent Continental Philosophy (at Haverford)
Philosophy 313. Contemporary Philosophy: German Phenomenology—Heidegger and Husserl
Philosophy 330. Kant
Philosophy 331. Hegel
Philosophy 337. The Philosophies of Schopenhauer, Marx, and Nietzsche
Religion 226b. Religion in the Third Reich (at Haverford)
Religion 236b. The Non-Lutheran Reformation (at Haverford)
Religion 244b. Crisis and Recovery: The Theology of the Nineteenth Century (at Haverford)
Religion 280b. Christianity in Medieval and Reformation Scandinavia
(at Haverford)
Religion 282b. Icelandic Sagas (at Haverford)
Religion 310a. Life and Theology of Martin Luther (at Haverford)
Growth and Structure of Cities 254. Modern Architecture
Music 221b. Classical Music (at Haverford)
Music 222a. Romantic Music (at Haverford)
Music 321a. Baroque Music (at Haverford)
Music 322b. Medieval and Renaissance Music (at Haverford)

GREEK

Professor:

Mabel L. Lang, Ph.D., *Chairman*

Associate Professors:

Gregory W. Dickerson, Ph.D.

Richard Hamilton, Ph.D.

The department's sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion, and the other basic forms of expression through which the culture developed. The works of poets, philosophers, and historians are studied both in their historical context and in relation to subsequent Western thought. In addition the department regularly offers one or more courses on Greek history, myth, literature, or religion for which knowledge of the Greek language is not required.

Requirements in the major are 001, 002, 101, 102 or 104, 201, 202, and two 300-level courses. Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy. The major is completed with the Senior Conference (399) on special topics selected by the students and with the comprehensive examinations: one in sight translation from Greek to English, one in Greek literature and history, and one in the special field covered by the Senior Conference.

Prospective majors in Greek are advised to take Greek 001 and 002 in the fresh-

man year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Qualified seniors may undertake independent research leading to a degree with honors.

Requirements for a minor in Greek are 001, 002, 101, 102 or 104, 201 and 202. See also majors in Classical Languages and Classical Studies.

001. Elementary Greek Elements of grammar, prose composition, readings from ancient authors and the *New Testament*. Credit is given only on the completion of Greek 002.

002. Elementary Greek Plato's *Apology* and *Crito*; sight readings in class from Euripides' *Alcestis*.

101. Herodotus Book I of Herodotus' *History*; a series of brief prose compositions is required. Meets Division III requirement.

102. Hippolytus and Antigone A critical literary paper is required. Offered on demand. Meets Division III requirement.

103. New Testament Selections from The Gospels, Acts, and Epistles. Offered in 1985-86 and alternate years. Meets Division III requirement.

104. Homer Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required. Meets Division III requirement.

201. Plato and Thucydides The *Symposium* and the history of the Sicilian Expedition, with required prose composition. Meets Division III requirement.

202. The Form of Tragedy Euripides' *Bacchae*, Sophocles' *Oedipus Tyrannus*, and Aristotle's *Poetics*; a critical literary essay is required. Meets Division III requirement.

251. Philosophical Readings *Lysis*, Diotima's speech in the *Symposium*, and Book VIII of the *Nicomachean Ethics* will be read with the primary goal of developing facility with philosophical Greek. Literary and philosophical questions will also be considered. A critical paper is required. Offered on demand. Meets Division III requirement.

301. Hesiod and Pindar *Theogony*, *Works and Days*, and the odes of Pindar.

302. Aeschylus and Aristophanes Aeschylus' *Agamemnon* and Aristophanes' *Frogs*. A critical paper is required.

303. Advanced Readings in Greek An alternative to 301 or 302. Occasionally offered in response to special needs.

399. Senior Conference Special topics selected in accordance with student interest.

Courses for which a knowledge of Greek is not required:

211. Masks, Madness, and Mysteries in Greek Religion A review of the ancient evidence, both literary and archaeological, pertaining to the cults of Demeter and Dionysus practiced in ancient Greece, followed by an examination of various modern theories which have been proposed to illuminate the significance of the rites. A critical paper is required. Meets Division IV requirement.

213. Myth in Practice and Theory Myths of various cultures will be examined from two points of view: as a testing ground for various approaches to the study and interpretation of myths, both ancient and modern; as raw material for literary exploitation and development. Consult semester course lists. Meets Division IV requirement.

215. The Ancient Stage The development from early Greek tragedy through the

pivotal tragi-comedies of Euripides to New Comedy and its Roman successors. Two short essays and a critical paper are required. Meets Division III requirement.

217. The Greek Erotic Tradition A survey of erotic relationships in Greek literature from the eighth century B.C. to the second century A.D., tracing the development from love as a social phenomenon (Penelope = property) to love as a private experience. Two short papers will be required. Meets Division III requirement.

Haverford College offers the following courses in Greek:

Classics 001. Elementary Greek

Classics 101a. Introduction to Greek Prose

Classics 101b. Introduction to Greek Poetry

Classics 251a,b. Advanced Greek

GROWTH AND STRUCTURE OF CITIES

Professor:

Barbara Miller Lane, Ph.D.,
Major Adviser and Director of the Program

Assistant Professor:

Sunwoong Kim, M.C.P., Ph.D.

Visiting Lecturer:

Daniela Holt Voith, M.Arch.

In this interdisciplinary major, the student will study the city from several points of view. City planning, art and architecture, history, political science, anthropology, economics, sociology, and geology will contribute toward the understanding of the growth and structure of cities.

All students must take City 190 and 253, and Sociology 218 and 245; together these courses provide an overview of the development of urban form and of the elements of urban social structure. Each student should select, in addition, six courses from among the major courses listed below; two of the courses must be at the 300 level. Elective choices should be concentrated when possible in two of the three "tracks" within the major: (1) urban history; (2) architecture and planning; (3) social science analyses of the city. Three additional courses, one at the 300 level, must be chosen from any one among the following departments: anthropology, fine art, classical and Near Eastern archaeology, economics, geology, history, history of art, mathematics, physics, political science, sociology and, occasionally, with the permission of the dean, courses in the Graduate School of Social Work and Social Research. A one-semester Senior Seminar (398 or 399) is also required. Normally this work takes the form of an independent research or creative project which is publicly presented to other participants in the program. In certain cases, however, seminar-like study of theoretical issues related to architecture and planning may be substituted.

A minor is also available within the Cities Program. This entails a choice of two out of the four required courses and four cities electives of which two must be at the 300 level. The Senior Seminar is not mandatory in fulfilling the cities minor. Thus, six course units are necessary for the completion of a minor.

Students should note that many courses in the program are given on an alternate year basis. Hence, careful planning and frequent consultation with the major adviser are particularly important.



GOODHART HALL

Designed by the architectural firm of Mellor and Meigs, the Marjorie Walter Goodhart Hall was completed in 1928, providing the College's main auditorium for lectures, concerts, theatrical performances, commencements, and convocations. The large interior space, which seats close to 1,000, is vaulted by giant reinforced concrete arches. But despite Goodhart's innovative structure, the steeply-pitched tile roof, towers, heavy studded wooden doors, and huge wrought iron lamps continue the tradition of medieval and English architecture on the campus. Goodhart also houses offices, classrooms, and practice rooms for the Departments of Music and the Office of the Performing Arts, as well as general classrooms and meeting rooms for religious services.



City 190. The Form of the City: Urban Form from Antiquity to the Present

The city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, planning and aesthetics—are considered as determinants of urban form. Meets Division IV requirement.

Archaeology 203. Ancient Greek Cities and Sanctuaries A study of the development of Greek city-states and sanctuaries. Meets Division IV requirement.

Economics 208. Labor Economics This course is designed to provide the student with an understanding of the workings of the labor market. Special emphasis is placed on the circumstances peculiar to women. Prerequisite: Economics 101. Meets Division I requirement.

Sociology 211. Afro-American Culture and Community An examination of the social development and functioning of the Afro-American community as the embodiment of a unique pattern of experience in American society. The course will focus on a number of issues, including African heritage, racial exclusion, demographic characteristics, and politics. Meets Division I requirement.

History of Art 212. Medieval Architecture A survey of mostly church architecture in western Europe from the eighth through the thirteenth centuries, with special emphasis on the eleventh and twelfth centuries. Issues treated include the development of new designs, structural problems and innovations, the transmission of architectural ideas, and the role of pictorial and sculptural decoration. Meets Division IV requirement.

Sociology 218. Modernization An introduction to major theoretical approaches to the socioeconomic problems confronting developing nations of Africa, Asia, and Latin America; theories of modernization; the Western capitalist, the socialist, and the Japanese problems of modernization; social consequences of colonization; feudalism and other pre-modern forms of social organization; the problems of urbanization; social class exploitation, rapid population growth, problems of political order. Meets Division I requirement.

Economics 221. United States Economic Development Long-term trends in output, resources and technology, and structural change, with emphasis on the rise of "big business" after 1870. Foreign trade and investment and the role of government. The framework is one of imbalance and disequilibria in an expanding capitalist economy. Meets Division I requirement.

Geology 222. Environmental Geology Study and evaluation of geological processes as they relate to land-use planning, urbanization, and mineral resource use and conservation. Three lectures, three hours of laboratory or field work a week.

Archaeology 223. Ancient Near Eastern Architecture and Cities Building techniques, forms and functions of structures, settlements and cities; effects of environment and social structure. Meets Division IV requirement.

Economics 224. Economic History and Growth, 1750–1980 The development of the international market economy from the Industrial Revolution to World War II and its aftermath, with focus on Great Britain, France, and Germany. Topics include causes of economic growth and underdevelopment, the spread of industrialization and technological modernization, large-scale business enterprise, foreign trade and political power. Meets Division IV requirement.

Economics 225. Developing Economies Analysis of the structural transformations of developing economies. Causes and roles of savings, investment, skill, technological change and trade in the development process; strategies and methods of economic planning. Prerequisites: Economics 101 and 102. Meets Division I requirement.

City 226. Introduction to Architectural Design An introduction to the principles of architectural and urban design. Prerequisite: some history of art or history of architecture. Meets Division IV requirement.

Sociology 230. Urban Sociology Analyses of urban social structures; the theoretical legacies of classical sociological theory and the Chicago school; demographic and ecological characteristics of American cities; ethnic and racial bases; stratification and political structures; crime and problems of social control; comparative analyses of selected third world cities. Meets Division III requirement.

City 240. Urbanism and Urbanization in Developing Countries A survey of rapid urbanization and its socio-economic consequences in developing countries. Examines a wide range of urban and regional problems with emphasis on public policy. Topics include: rural-to-urban migration; housing and urban development; urban infrastructures, transportation, and congestion. Meets Division I requirement.

Sociology 245. Social Problems A survey of major problems in American society as seen by sociologists and social critics; an examination of analytical perspectives for understanding the sources and consequences of American social problems. Topics considered are crime, poverty, drug addiction, racism, urban crisis; sexism, health care, and family disorganization. Meets Division I requirement.

City 253. Survey of Western Architecture The major traditions in western architecture will be illustrated through detailed analysis of selected examples from classical antiquity to the present. The course will deal with the evolution of architectural design and building technology, as well as with the larger intellectual, aesthetic, and social context in which this evolution occurred. Meets Division IV requirement.

City 254. Modern Architecture A survey of the development of modern architecture since the eighteenth century, with principal emphasis on the period since 1870. Meets Division IV requirement.

French 295. Paris in the Seventeenth and Eighteenth Centuries A study of the geography, architecture, economics, sociology, and politics of Paris in these two periods. Meets Division IV requirement.

Archaeology 302. Greek Architecture The Greek architectural tradition in its historical development.

City 303. The Growth and Spatial Organization of American Cities Analysis of the changes and problems of modern American cities. Physical aspects of cities and city planning issues will be emphasized. Topics will include: population and economic structure of cities; urban housing, neighborhood, and racial segregation; urban development; migration; regional growth and decline.

Interdisciplinary 309. The Origins of Civilization and the State The course is designed to provide a broad-based investigation into the problems of the origin and development of the state and civilization. Several alternative theories of state formation processes and the development of urbanism will be explored along available lines of evidence. In the main the data examined will be archaeological, but ethnographic and textual evidence will also play an important role. The sample of cases will include Mesopotamia and Mesoamerica as well as archaeologically known sequences from other parts of the New and Old Worlds. Students will have the opportunity to investigate archaeological records from particular regions in some detail and to compare their results with more general formulations developed in lectures, discussion, and readings.

History 312. Medieval Cities: Islamic, Byzantine, and Western Introduction to the comparative study of economy, society, politics, and culture of towns in the

Islamic, Byzantine, and Western European worlds from the seventh to the thirteenth centuries.

History of Art 323. Topics in Renaissance Art Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600.

Archaeology 324. Roman Architecture The architecture of the Republic and the early Roman Empire.

History 368,369. Topics in Medieval History Topics will vary; they will include the Jews, the Mediterranean, popular heresies, and Venice.

City 377. Topics in the History of Modern Architecture Selected aspects of the history of modern architecture, such as housing, public buildings, industrial buildings, will be studied in detail. The course concentrates on actual building types, rather than on the design ideas of a few great architects. A reading knowledge of French or German is desirable.

City 398,399. Senior Seminar

Haverford College offers the following courses of interest to cities majors:

Economics 215a. Urban Economics This course is concerned with theories of urban economic behavior and public policy. Several urban problems, including housing and transportation, are considered within the framework of theory. In addition, attention is paid to two critical issues for public policy which, at present, lie beyond urban economic theory: (1) suburbanization of the urban poor versus economic development of poor neighborhoods as a solution to urban poverty, and (2) the economics of producing and financing public education.

Courses at Swarthmore:

History of Art 55. Philadelphia: City and Architecture Architecture and urban forms, focusing on Philadelphia, in relation to the Europe of Neoclassicism, Georgian and Victorian London, Paris of the Second Empire, the Chicago School, the International Style and Post-modernism. Topics include: Othogonal planning, William Penn's idealism, the row house phenomenon, the Centennial Exhibition, urban renewal, and historic preservation.

History of Art 56. Rome's Legacy Urban and architectural development of the city of Rome in the Renaissance and Baroque and its impact on the subsequent history of city planning and architectural design in general.

History of Art 85. Architectural Theory: Design, Thought, and Culture Advanced tutorial in architectural theory; admission with permission of the instructor.

HISTORY

Professors:

Charles M. Brand, Ph.D.

Arthur P. Dudden, Ph.D., *Chairman*

Barbara M. Lane, Ph.D.

J.H.M. Salmon, M. Litt., Lit. D.

Alain Silvera, Ph.D.

James Tanis, Th.D., *Director of Libraries*

Assistant Professor:

Jane Caplan, D. Phil.

Lecturer:

LeRoy-Ronald Johnson, Ph.D.

Professor of Classical and Near Eastern Archaeology:

Richard S. Ellis, Ph.D.

Professor of Greek:

Mabel Lang, Ph.D.

Assistant Professor of Latin:

David Potter, D. Phil.

The history major enables students to acquire historical perspective and a familiarity with historical method, giving them a lasting appreciation for the discipline of history. Courses stress the development of ideas, cultures, and institutions, not merely the accumulation of data about particular events. Students study some topics and methods intensively to learn how to use and evaluate primary sources. Instructors assign extensive reading to familiarize students with various kinds of historical writing. Students are expected to participate in class discussions and, in most courses, critical or narrative essays are required.

Students seeking to major or minor in history may choose among several options: (1) To major in the general track; (2) to major in history with a focus on women's historical studies, Afro-American historical studies, or French historical studies; (3) to minor in history (with or without one of the focuses described above); (4) to take a combined A.B./M.A. in history. Prospective majors and minors should note that additional focuses may be available at the discretion of the department.

Requirements in the major subject are twelve units in history or a combination of history and approved equivalent coursework in other departments. The selection of courses is normally planned in the spring of each student's sophomore year, depending on her interests as well as the availability of courses.

Students must complete History 111 and 112, Western Civilization. Advanced Placement scores of 5 on the European history test (which carries credit), or equivalent work, may be accepted in lieu of the introductory sequence. These courses do not satisfy departmental distribution requirements.

Eight units at the intermediate and advanced levels (or ten if the student is exempted from the introductory sequence) must also be completed. These courses must include at least: (1) two units of European history (including Greek and Roman history); (2) two units of United States or colonial American history; (3) two units in African, ancient or modern Near Eastern, Far Eastern, or Latin American history; (4) two units of pre-1800, two units of post-1800 history; (5) two units at the 300 or 400 level. A particular course may satisfy two or three of these requirements, for instance, a 300-level, post-1800 course in United States history. The student must also choose two from the following three courses: History 299 (Exploring History), 396, and 397 (History of History I and II).

To focus the major in women's, Afro-American, or French historical studies (other fields may be added by the department), the student must complete at least two courses specifically focused on the topic. In some cases, courses not taught by the Bryn Mawr or Haverford Departments of History but which have a historical approach will, with departmental permission, be counted toward the focus. In addition, with the permission of the instructor, students must do the research paper(s) for an additional 200- or 300-level course in accordance with the focus, so that that course becomes part of the focus. Such students are also responsible for the overall content of the course.

History majors with a 3.5 average in history and a general average of at least a 2.7 at the end of the junior year will be invited to seek a program director and enroll in supervised work (History 403) to write a paper based on primary sources. History 403 counts toward the requirement for advanced-level work as well as toward the twelve-unit requirement. Honors will be awarded by the department based on the paper and on other work completed within the department.

With careful advance planning it is possible to complete an M.A. in history in a fifth year and so to graduate with the A.B./M.A. degree. See details in the catalogue of the Graduate School of Arts and Sciences.

Students wishing to minor in history must complete six units. They may focus their work as discussed above; in this case at least four units must be within the focus.

The Departments of History at Bryn Mawr and Haverford Colleges have fully coordinated their course offerings. History 111-112 is offered jointly by members of both departments; several intermediate courses are given at one college or the other in alternate years. All courses are open to students of both schools equally. Both departments encourage students to avail themselves of the breadth of offerings this cooperation affords. Swarthmore College and the University of Pennsylvania courses in history are acceptable toward the major and minor.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

111,112. Western Civilization A year-long course surveying Western European civilization from the fall of Rome to the present, dealing with both institutional and intellectual currents in the western tradition. Conference discussions and lectures deal with both first-hand materials and secondary historical accounts. Meets Division IV requirement.

190. The Form of the City See Growth and Structure of Cities 190.

200. History of Three Worlds: Europe, Africa, and America The cultural development of the civilizations of three continents and their interrelations. Discussions and lectures examine a variety of written and "mute" sources as well as the contemporary scholarship concerning non-ethnocentric history. Meets Division IV requirement.

201. American History The history of the United States from colonization to the present in one semester. Meets Division IV requirement.

202. Problems in American History Primary and secondary sources are employed in interpreting United States history. Students participate in exercises in quantitative material, archival history, and oral history, among others. Meets Division IV requirement.

203,204. Medieval European Culture Western European development from the fall of Rome to about 1350. Economic, institutional, and intellectual developments in the major kingdoms of the West and the history of the Latin Church will be included. Meets Division IV requirement.

205. Ancient Greece A study of Greece from the Trojan War to Alexander the Great, with particular attention to the constitutional changes from monarchy through aristocracy and tyranny, to democracy in various parts of the Greek world. The stress will be on ancient sources, including historians, inscriptions, and archaeological and numismatic materials. Meets Division IV requirement.

207. Roman History A study of Rome from the beginning of the third century B.C. to the end of the Republic with special attention to the rise of Rome in Italy, the

Hellenistic world, and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. Meets Division IV requirement.

208. The Roman Empire Imperial history from the Principate of Augustus to the House of Constantine with particular attention to the evolution of Roman culture as presented in the surviving ancient evidence, literary and archaeological. Meets Division IV requirement.

210,211. Byzantine History Political, institutional, and cultural history of the Byzantine (later Roman) Empire from the reforms of Diocletian and conversion of Constantine to the capture of Constantinople in 1453. Contacts with Arabic, Turkish, Armenian, Slavic, and West European peoples will be stressed. Meets Division IV requirement.

215,216. The Middle East A survey of the Arab world and Turkey from the rise of Islam to the Arab-Israeli wars. Among the topics to be studied in the first semester are the legacy of Islam, the rise and decline of the Umayyad and Abbasid Caliphates, and the development of Muslim society and institutions under the Ottoman Empire. The second semester concentrates on the impact of the West and the growth of Arab nationalism. Meets Division IV requirement.

217,218. Renaissance and Reformation The course will consider the principal intellectual and religious movements in European history against their social background from the mid-fifteenth to the mid-seventeenth centuries. Meets Division IV requirement.

221. The Ancient Near East An introduction to the history of the ancient Near East from the middle of the fourth millennium B.C. to the rise of the Persian Empire. The written and archaeological sources, the extent and limitations of the data will be emphasized. Attention will focus on Mesopotamia and Egypt; the history and culture of Anatolia and Syria/Palestine will be summarized. Subjects that will be investigated include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished. Meets Division IV requirement.

224. Modern Britain A one-semester introduction to the social and political history of Britain since the industrial revolution of the eighteenth century. Meets Division IV requirement.

225,226. Europe since 1789 The main political, social, and cultural developments of European states since the French Revolution. Offered alternately at Bryn Mawr and Haverford. Meets Division IV requirement.

228. The Enlightenment The course provides an introduction to the ideas of some of the principal writers of the eighteenth century within their social context. Included are Bayle, Montesquieu, Voltaire, D'Alembert, Diderot, and Rousseau. Meets Division IV requirement.

235,236. African History A survey of African history from the iron age to the present. The focus during Semester I is centered on traditional African social and political institutions, and pre-colonial economies. Studies in Semester II are concentrated upon imperialist conquest, the nature and impact of the colonial experience, and independence in Africa. Meets Division I requirement.

243. Slave Societies in the New World A comparative study of the historical forces which account for the unity and diversity of slave societies in the French, Spanish, and English possessions in the Antilles and of Brazilian and North American slavery. Meets Division I requirement.

Interdisciplinary 246. Women in the Middle Ages A study of the role of

women in selected societies of medieval Europe. A consideration of late Roman, barbarian, and early medieval women will lead to an extended analysis of the literary perception and historical activities of women in the twelfth century. The course will conclude with consideration of women's achievements in the thirteenth century. Prerequisite: French 101, or History 111, or equivalent work. Meets Division IV requirement.

247,248. Germany 1815 to the Present Introduction to the history of modern Germany, by lectures and discussion. The course emphasizes social and political themes, including nationalism, liberalism, industrialization, women and feminism, labor movements, National Socialism, partition and postwar German history. Two-semester course, but either semester may be taken independently with the instructor's permission. Meets Division IV requirement.

Interdisciplinary 253. Survey of Western Architecture See Cities 253.

Interdisciplinary 254. Modern Architecture See Cities 254.

278. Early American History American colonial history. Meets Division IV requirement.

Interdisciplinary 291. La Civilisation Française Conducted in French, this one-semester course surveys French culture and society from the Revolution to de Gaulle's Republic. Serves as the second half of the introductory course for French Track II majors. Meets Division IV requirement.

Interdisciplinary 297. History in the Romantic Period This course is concerned with the Romantic vision of French history in the generation following Napoleon. It will involve the study of the works of professional historians, writers of historical drama, and historical novelists. Among the authors to be discussed are Guizot, Thierry, Vigny, Merimee, and Hugo. The class will be conducted partly in French. Meets Division IV requirement.

299. Exploring History A one-semester intensive introduction to the methods and interpretation of history. Exercises in a variety of fields accompany lectures and readings drawn from a range of historical approaches. Meets Division IV requirement.

301. Topics in the History of Modern Architecture See Cities 301.

302,303. Topics in the Recent History of the United States Topics have included: Franklin D. Roosevelt's New Deal; Lyndon B. Johnson's Great Society; the Korean and Indochina wars; the United States in the Pacific Ocean region.

Interdisciplinary 312. Medieval Cities: Islamic, Byzantine, and Western Introduction to the comparative study of the economy, society, politics, and culture of towns in the Islamic, Byzantine, and Western European worlds from the seventh to the thirteenth centuries.

320. The Rise of the Dutch Republic The emphasis will be on politics and religion, the division between North and South, and the rise of the Northern Netherlands as an independent republic. Attention will also be given to commerce, art, and culture.

321. The Golden Age of the Netherlands A study of the cultural and intellectual life of the Netherlands in the seventeenth century, emphasizing the philosophical and theological thought of the period, against a background of general economic and political considerations. Brief attention will be given to the interplay of the artistic and literary contributions of the age.

Interdisciplinary 328,329. Topics in Revolutionary Europe, 1789-1848

Semester I covers the French Revolution and Napoleon. Selected topics in liberalism, nationalism, and socialism to the Revolution of 1848 are studied in the second semester.

Interdisciplinary 330,331. France since 1870 A study of the French national experience from the Paris Commune to the student revolt of 1968 with particular emphasis on institutional and intellectual developments under the Republic.

333. Topics in African-American History A study of the politico-economic and social forces which engendered African-American nationalism. The genesis and development of this movement from the colonial epoch until the mid-twentieth century will be the focus of the course.

336,337. Topics in African History A description and analysis of the West African responses to European conquest and occupation during the late nineteenth and twentieth centuries. Equal emphasis will be placed on the similarities and differences between the British and French modes of colonial administration in the classical period of colonialism in West Africa. Studies in second semester are concentrated on the problems (economic, political, and social) associated with decolonization and nation-building in the former Portuguese colonies and the politico-social problems in twentieth-century South Africa and Namibia.

340,341. Religious Forces in Colonial America Focusing on the interaction of diverse religious forces, the course will seek to relate both ecclesiastical and theological problems to the broader culture and political contexts of the time. Semester I to 1700; Semester II from 1700. Either semester may be taken independently.

360. England Under the Tudors and Stuarts The course will concentrate upon selected themes within the institutional and intellectual history of England in the sixteenth and seventeenth centuries.

Interdisciplinary 362,363. France, 1559-1661 The period from the religious wars to the personal rule of Louis XIV is treated as a unity in which revolutionary changes occurred in the structure of French society. These changes are examined in the light of French literature and political thought in the period.

368,369. Topics in Medieval History Topics include: the Jews, the Medieval Mediterranean (tenth through the thirteenth centuries); Popular Heresy; the Italian City-State.

370,371. The Great Powers and the Middle East A study of the diplomatic and geopolitical aspects of the Eastern Question and the Great Game in Asia from Napoleon's invasion of Egypt to the 1956 Suez crisis and including the broader issues of Western cultural penetration in the Islamic heartlands.

394. Women's Labors: England 1830-1880 Interdisciplinary course in history and literary criticism, using primary sources. Course focuses on textual interpretation and methodology in the history of women and literary representation in nineteenth-century England. Prerequisite: 200-level in English or 100-level in history.

396,397. History of History I and II The work in the fall semester reviews some of the principal historians of antiquity and the Middle Ages. In the spring semester early modern and modern historians are considered. In order to establish critical criteria some philosophy of history will be included. At least one semester (if History 299 is completed) is required of senior history majors.

403. Supervised Work Permission of the instructor and the department chairman required.

Graduate Seminars (taken for undergraduate credit): Work in the Graduate

School of Arts and Sciences may be open to qualified and interested history students with the permission of the instructor, departmental chairman, and the dean of the Graduate School of Arts and Sciences.

602. Historiography of the Enlightenment

603. Early Modern French Political Thought

604. United States/Far East Relations 1900–1975

605. United States Reform Movements of the Twentieth Century

607. France in the Era of the Third Republic

610. History of Modern Architecture

Interdepartmental Work: The Department of History participates in the interdepartmental major in The Growth and Structure of Cities and the concentration in Hispanic and Hispanic-American Studies.

Haverford College offers the following courses in history:

202. American History

225. Europe since 1789

227. The Age of Absolutism

234a. History and Sociology of Colonialism

234b. The Invention of Africa

240b. History and Principles of Quakerism

243. Afro-American Intellectual History

244. Russian History

245. Russia in the Twentieth Century

255. American Intellectual History

261. History of East Asia

281b. Women Writing, Women Working

340a,b. Topics in American History

341b. Violence in American History

343a. Topics in Afro-American Intellectual History

347b. Topics in East Asian History

355a. Topics in Early Modern History

356b. Topics in Modern History

361f. Seminar on Historical Evidence

399i. Senior Departmental Studies

480. Independent Study

HISTORY OF ART

Professors:

Phyllis P. Bober, Ph.D.
Barbara M. Lane, Ph.D.
James E. Snyder, Ph.D.

Associate Professors:

David Cast, Ph.D.
Dale Kinney, Ph.D.
Steven Z. Levine, Ph.D., *Chairman*
Gridley McKim-Smith, Ph.D.

The department offers general and specialized courses in the history of the art of western Europe from post-classical through modern times. Special strengths and areas of interest include the classical tradition in western art, art theory and criticism, art historical method, and the history of architecture. Majors are encouraged to supplement this training with courses in American and non-western art offered at the University of Pennsylvania and at Swarthmore College, with courses in the history of ancient art offered in the Department of Classical and Near Eastern Archaeology at Bryn Mawr, or with courses taken at approved institutions abroad.

Major requirements are: 101-102 (two units); three of the following pre-modern period courses: 210, 211, 212, 220, 221, 222, 223, 229, 230 (three units); three of the following modern period courses: 231, 240, 241, 250, 251, 253, 254 (three units); two 300-level courses taught by two different professors (two units); 398-399 (two units). Total: twelve units. With the approval of the undergraduate major adviser, the following substitutions may be made: up to two units of archaeology, Oriental, and/or American art may be substituted for the 200-level courses listed above.

All seniors must pass a comprehensive examination as part of their work for Senior Conference (398-399); the examination is given at the end of Semester II. Most of the work for 399 comprises independent research on a topic of the senior's choice. Seniors whose major average is 3.7 or higher at the end of Semester I are invited to make an honors thesis out of the independent work for 399.

A minor in art history requires six units, normally including 101-102 and four additional courses selected in consultation with the major adviser.

101,102. Introduction to Art History A survey of western European art from antiquity through modern times. Museum visits required. Meets Division IV requirement.

210. Early Christian Art Art of the third through the sixth centuries in Italy, Greece, Asia Minor, and North Africa, with special attention to the capital cities of Rome, Ravenna, and Constantinople. Field trip. Meets Division IV requirement.

211. Byzantine Art The art of Constantinople and its provinces from the ninth through the fourteenth centuries. Field trip to Washington or Baltimore. Meets Division IV requirement.

212. Medieval Architecture A survey of mostly church architecture in western Europe from the eighth through the thirteenth centuries, with special emphasis on the eleventh and twelfth centuries. Issues treated include the development of new designs, structural problems and innovations, the transmission of architectural

ideas, and the role of pictorial and sculptural decoration. Meets Division IV requirement.

220. Late Medieval Art Sculpture and architecture of the principal monuments of the eleventh and twelfth centuries in the provinces of Languedoc, Provence, Auvergne, and Burgundy. The development of Gothic art and architecture in the Ile-de-France and northern France (St. Denis, Chartres, Paris, Amiens, and Reims). Meets Division IV requirement.

221. International Gothic Sculpture, book illumination, and panel painting in the major fourteenth-century courts of northern Europe (Avignon, Charles IV in Bohemia, the Valois in France) and the rise of the *ars nova* in the Netherlands (Jan van Eyck, Rogier van der Weyden, and their heritage) in the fifteenth century. Meets Division IV requirement.

222. Northern Renaissance I The *détente* in Flanders (Memling, David) and the rise of the Renaissance spirit in Antwerp in the early sixteenth century. Special attention is given to the paintings and graphics of Hieronymus Bosch, Quentin Metsys, Lucas van Leyden, and Pieter Bruegel the Elder. Meets Division IV requirement.

223. Northern Renaissance II Sculpture, graphic arts, and painting in Germany in the first half of the sixteenth century (Dürer, Grünewald, Riemenschneider, Stoss, Altdorfer, Cranach, and Holbein). Meets Division IV requirement.

229. The Classical Tradition in Western Art Survivals and revivals of Antiquity, with particular reference to the Italian Renaissance as distinguished from earlier renaissances of Theodoric, Charlemagne, Frederick II Hohenstaufen. Specific emphasis varies with the interests of those enrolled. Meets Division IV requirement.

230. Renaissance Art I A survey of painting in Florence and Rome from 1400 to 1500, with particular attention to the account we have by Giorgio Vasari and to contemporary developments in the intellectual and religious life of Italy (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael). Meets Division IV requirement.

231. Renaissance Art II The development of painting in Florence and Rome after 1500 and the idea of Mannerism, with particular attention to the social and religious developments in Italy and Europe in this period (Raphael, Michelangelo, Pontormo, Parmigianino, Titian, El Greco). Meets Division IV requirement.

240. Baroque Art I: Painting and Sculpture in Italy, Holland, and France A survey of the works of Caravaggio, the Carracci, Cortona, Bernini, Hals, Rembrandt, Vermeer, Poussin, and Claude Lorraine. Contact with original works in area museums is encouraged. Meets Division IV requirement.

241. Baroque Art II: Painting and Sculpture in the Hapsburg Kingdoms A survey of the works of Rubens and Van Dyck and works by artists of the "Golden Age" in Spain: El Greco, Velazquez, Zurbaran, Ribera, Murillo, Goya, and various sculptors. Meets Division IV requirement.

250. Modern Art I: Painting in France, 1780–1840 Close attention is given to the work of David, Ingres, Géricault, Delacroix, Courbet, Manet, Monet, Cézanne, Picasso. Extensive readings in art criticism are required. Meets Division IV requirement.

251. Modern Art II: Painting in France, 1840–1920 Close attention is given to the work of Courbet, Manet, Monet, Cézanne, Picasso, and others. Extensive readings in art criticism are required. Meets Division IV requirement.

253. Survey of Western Architecture The major traditions in western architec-

ture will be illustrated through detailed analysis of selected examples from classical antiquity to the present. The course will deal with the evolution of architectural design and building technology, as well as with the larger intellectual, aesthetic, and social context in which this evolution occurred. Meets Division IV requirement.

254. Modern Architecture A survey of the development of modern architecture since the eighteenth century, with principal emphasis on the period since 1870. Meets Division IV requirement.

300. Problems in Representation: Realism from Caravaggio to 1985 Western art has traditionally valued verisimilitude, yet when a work becomes too realistic it is often rejected or undervalued. Students will carry out individual research on works of exceptional naturalism (e.g., Caravaggio, Spanish polychrome sculpture, Dutch seventeenth-century painting, photography, photo-realism, trompe l'oeil). The cultural and theoretical bases for controversy about these subjects will be examined.

301. Problems in Representation: History of Photography Students will carry out individual research on an artist or an area in the history of photography from the seventeenth century to the present day. Problems such as mimesis vs. metaphor will be considered, as well as photography's relationship to its contemporary fine arts.

302. Methodological and Critical Approaches to Art History A survey of traditional and contemporary approaches to the history of art, including formal analysis, iconography, Marxism, feminism, psychoanalysis, and semiotics. A critical analysis of a problem in art historical methodology is required as a term paper.

313. Principles of Medieval Style Analysis of the formal characteristics peculiar to medieval art.

314. Principles of Medieval Iconography Analysis of the language of medieval art: its themes, traditions, conventions, and levels of meaning inaccessible without primary research. Particular topics (e.g., iconography of late antiquity, secular imagery in the later Middle Ages, iconography of the Virgin Mary) differ from year to year.

320. Problems in Netherlandish Art Selected topics in Flemish and Dutch art, fifteenth through seventeenth centuries. A reading knowledge of German and/or French is required for most research projects.

323. Topics in Renaissance Art Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600.

330. The Classical Tradition in Western Art Selected topics in Italian and European art from 1400 to 1800 that depend on the tradition of classical art, to be chosen from the particular interests of the members of the seminar.

350. Topics in Modern Art Individual topics are chosen for intensive consideration such as rococo, classicism, realism, impressionism, surrealism, women in art, art about art.

354. Topics in Art Criticism Individual topics are treated in alternate years, such as art and psychoanalysis, nineteenth- and twentieth-century art criticism, film theory and criticism.

377. Topics in the History of Modern Architecture Selected aspects of the history of modern architecture, such as housing, public buildings, industrial buildings, will be studied in detail. The course concentrates on actual building types, rather than on the design ideas of a few great architects. A reading knowledge of French or German is desirable.

398. Senior Conference Reading, analysis, and discussion of key works of art historical writing. Seminar format. Required of all seniors.

399. Senior Conference Students pursue independent research projects, under the guidance of appropriate faculty members, and present synopses of their work to other seniors and to faculty for discussion at weekly meetings. A comprehensive examination at the end of the semester tests the student's mastery of the general outlines of art history, as well as her critical overview of the discipline and her knowledge of two specific fields. Grade of 2.0 is required for graduation.

403. Supervised Work Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of her interest. Permission of the supervising faculty member and of the major adviser is required.

HISTORY OF RELIGION

Professor:

Samuel Tobias Lachs, Ph.D., D.D., D.H.L., *Chairman*

Visiting Lecturers:

Rela Geffen Monson, Ph.D.

David Rabeeya, Ph.D.

Director of Libraries and Professor of History:

James Tanis, Th.D.

A major program in history of religion is offered at Bryn Mawr and a major in religion at Haverford. The history of religion major concentrates on the historical study of the religious traditions which have contributed most to shaping the culture of the west: Judaism and Christianity. The student is expected to achieve facility in critical analysis of the primary sources of these traditions and in tracing their development against the background of the cultural situations in which they arose and matured.

Requirements in the major subject are eight courses in history of religion, of which at least two must be in a tradition other than that of the student's concentration. The senior conference is also required.

The normal pattern for the major consists of two introductory courses (100 level), four intermediate courses (200 level), and two advanced courses (300 level). Students in advanced courses who are majoring in history of religion are required to demonstrate a working knowledge of the language appropriate to their field of concentration: Hebrew for Biblical or Rabbinic Judaism, Greek for New Testament or Early Christianity, Latin for medieval Christianity, German for the Reformed period.

LANGUAGE COURSES

001,002. Elementary Hebrew Grammar, composition, and conversation with primary emphasis on fluency in reading. Course designed for preparation in reading classical religious texts. Credit will not be given for Hebrew 001 without completion of Hebrew 002.

101. Readings in the Hebrew Bible Meets Division III requirement.

102. Readings in the Prose of Genesis Course will include Hebrew composition, grammar, and conversation based on the Hebrew text.

202. Readings in Rabbinic Literature

- 203. Readings in the Hebrew Bible** Jeremiah in 1985-86, Deutero-Isaiah in 1986-87. This course may be repeated for credit.
- 212. Readings in the Greek New Testament** See Greek 103.
- 304. Advanced Post-biblical Hebrew: Aggadah** This course may be repeated for credit.

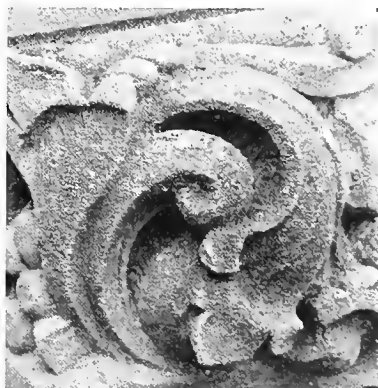
HISTORY OF RELIGION COURSES

- 104. History and Literature of Judaism: From the Biblical era through the Geonic period** Major focus on the literature. Meets Division IV requirement.
- 105. History and Literature of Judaism** Modern movements from the French Revolution to the present. Meets Division IV requirement.
- 108. History and Literature of the Bible** A study of the history of Israel and its sacred literature against the background of the ancient Near East, the development of the legal, prophetic, and wisdom traditions. Meets Division IV requirement.
- 201. Topics in Biblical Literature** Apocrypha and Pseudepigrapha. Meets Division III requirement.
- 210. Jewish Ethics and Theology** Meets Division IV requirement.
- 215. Jewish Law and Folklore: The Life Cycle** Meets Division IV requirement.
- 216. Jewish Law and Folklore: The Calendar Cycle** Meets Division IV requirement.
- 218. Greek and Roman Religion** Same as Greek 218, Latin 218. Meets Division IV requirement.
- 237. Evolving Roles of Women in Judaism** A sociological analysis of the evolution of women's roles in Judaism throughout history with particular emphasis on the contemporary American Jewish community. Includes the Biblical and Rabbinic attitudes toward women as a context for examining the changing roles in ritual communal life today. Meets Division IV requirement.
- 270. The Jew in American Literature** An analysis of the cultural interaction of the Jew with the nineteenth- and twentieth-century American civilization as seen by Jewish and non-Jewish writers including Hemingway, Roth, Bellow, Potok, Ozik, and Malamud. Meets Division III requirement.
- 271. Sociology of the American Jewish Community** This course will provide an overview of the sociology of the American Jewish community in the context of the social history of American Jewry. Topics include demography and social characteristics of the community as well as its social structure and institutions. Meets Division IV requirement.
- 272. Topics in Modern Jewish History: Holocaust** The course will emphasize the literature which has come out of this tragic period: Diaries, official records, memoirs, and the like. Meets Division IV requirement.
- 274. Peoples of Israel** A survey of ethnic groups and social institutions in Israel against the background of contemporary Israeli society from a sociological perspective.
- 300. Studies in early Rabbinic and Medieval Judaism** Topic 1985-86: Jewish antecedents to the New Testament. Topic 1986-87: Medieval Jewish Thought. This course may be repeated for credit.



RHOADS HALL

Rhoades Hall, constructed in 1937–39 and named for Bryn Mawr's first president James Rhoads, is the largest of the college's dormitories. Containing a spacious living room and sitting rooms on the first floor, and a richly-panelled, high-ceilinged dining hall on the second floor, Rhoads overlooks a rolling expanse of lawn at the back, originally planned by the trustees to resemble an English garden. Rooms in Rhoads, as in many Bryn Mawr dormitories, present a variety of distinctive features: some have parquet floors, leaded glass casement windows, and many retain the original furniture by Bauhaus designer Marcel Breuer, who had moved from Germany to the United States in 1937.



398,399. Senior Conference Consists of a year-long seminar in which the students will be introduced to the major literary materials, secondary sources, reference works, and critical issues in the literature of Judaism and Early Christianity during the period approximately 200 B.C. to 200 A.D. In the second semester the students will present to the seminar a report on some theme or problem on which they have conducted research.

HUMAN DEVELOPMENT

Professor:

Emmy A. Pepitone, Ph.D.,
Director of Teacher Education Program

Associate Professor:

Robert H. Wozniak, Ph.D., *Chairman*

Assistant Professors:

Peter Goldenthal, Ph.D.
Leslie Rescorla, Ph.D.
Mary Rohrkemper, Ph.D.

Lecturer:

Katherine Gordon-Clark, Ph.D.

The department offers a selective academic curriculum, presenting a developmental sequence which ranges from infancy and early childhood, through adolescence, to maturity and aging, and a coherent body of knowledge concerning the social foundations and history of education, educational psychology, and classroom dynamics. Undergraduate students avail themselves of this academic curriculum to increase their understanding of human development and the educational process, to prepare for future study and work in the helping professions, and to provide themselves with an opportunity to reflect on their own growth and educational experiences. These courses may also serve as a supplement to a major in other departments.

In addition to offering general courses, the department cooperates with fifteen other departments and Swarthmore College in a program preparing students for secondary school teaching certification. Students expecting to teach are urged to confer with the department during the freshman year, in order to coordinate courses in the education program with the major subject curriculum in which the student intends to teach.

For students preparing for teaching, one semester of the senior year is devoted to student teaching. During student teaching, which is supervised by the Program in Education at Swarthmore College, the student must be prepared to be in a high school throughout the school day, five days a week, and attend a weekly two-hour seminar on teaching effectiveness.

Requirements for the state certificate to teach in the public secondary schools can be met by the appropriate selection of courses in this department and in the major field or fields. Though each state has its own requirements, most follow the same pattern, namely the bachelor of arts degree with emphasis upon a content area offered in the secondary school plus professional preparation for teaching.

The Phebe Anna Thorne School is maintained by the department as a laboratory for child study where undergraduates may observe preschoolers at play.

The following courses are required and substitutes can be made only with permission of Mrs. Pepitone.

14. Introduction to Education (at Swarthmore) A survey of issues in education within an interdisciplinary framework. The course will give students an opportunity to determine their own interest in preparing to teach, as well as furnish them with first-hand experience in current elementary and secondary school practice. Field work is required.

202. The Social Foundations of Education Public schools are examined as social systems within the context of urban society. Topics include equality of educational opportunity, desegregation, effects of schooling on women and minority groups. Interpersonal classroom dynamics are studied through visits to local high schools. Meets Division I requirement.

203. Educational Psychology Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Laboratory work is required. Prerequisite: Introductory Psychology. Meets Division I requirement.

204. History and Philosophy of Education A study of the interrelation of education and culture from earliest times to the present day with particular consideration given to current educational issues as they are rooted in the educational process.

206. Developmental Psychology Development and behavior. The ontogeny of attention, perception, learning, language, intelligence, and social interaction. Prerequisite: Psychology 101 and 102. Meets Division I requirement.

207. Adolescent Development Patterns and problems of development—physical, cognitive, emotional, and social—as they relate to the adolescent period. Theory and research focusing on adolescents in home, school, and society. Three hours a week with laboratory or other independent work required. Prerequisite: Psychology 206 or permission of the instructor. Meets Division I requirement.

16. Practice Teaching (at Swarthmore) Supervised teaching in secondary schools. Double credit. Students seeking secondary certification must take Education 17 concurrently.

17. Curriculum and Methods Seminar (at Swarthmore) This course will consider theoretical and applied issues related to effective classroom instruction. It must be taken concurrently with Education 16 for students planning to be certified and may not be taken without taking Education 16.

Selected Graduate seminars: For certain undergraduates who have taken developmental psychology or educational psychology the following graduate seminars are open with the consent of the instructor, the permission of the student's class dean and the dean of the Graduate School of Arts and Sciences:

510. Life Span Development

550. Cognitive Disorders of Children

551. Social and Emotional Disorders of Children

ITALIAN

Associate Professors:

Nancy Dersoff, Ph.D., *Chairman*

Nicholas Patruno, Ph.D.

Instructor:

Ute Striker

The aims of the major are to acquire a knowledge of Italian language and literature and an understanding of Italian culture. Major requirements in Italian are ten courses, as follows: Italian 101 and 102, two courses at the 200 level, Italian 301, Italian 304, one semester of Senior Conference, and three other advanced courses, two of which may be in an allied field. Majors may take the courses on Petrarch and Boccaccio (303) and the Renaissance (304) at the 200-level (208 and 209), provided they read the texts in Italian and submit written work in Italian. Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Italian majors may study in Italy during the junior year in a program approved by the department. The Bryn Mawr/University of Pennsylvania summer program in Florence offers courses each summer for major credit in Italian, or students may study in other approved summer programs in Italy or in the United States. Courses for major credit in Italian may also be taken at the University of Pennsylvania. Students on campus are encouraged to live in the Italian House.

The requirement for honors in Italian is a grade-point average of 3.7 in the major and a research paper written, at the invitation of the department, either in Senior Conference or in a unit of supervised work.

Requirements for the minor in Italian are Italian 101 and 102 and four additional units.

001,002. Italian Language A practical knowledge of the language is acquired through a study of grammar, hearing, speaking, writing, and reading. The language laboratory is available for practice in hearing and speaking. Credit will not be given for Italian 001 without completion of Italian 002.

101,102. Intermediate Course in the Italian Language A review of grammar and readings from selected Italian authors with topics assigned for composition and discussion; conducted in Italian.

103. Stylistics and Expression

201. Novel and Poetry of Modern Italy A study of the artistic and cultural developments of pre-Fascist, Fascist, and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale, and Quasimodo and through the novels of Pirandello, Moravia, Silone, Vittorini, Pavese, Ginzburg, and others. Meets Division III requirement.

202. Italian Short Story The evolution of the Italian short story from the Middle Ages to the twentieth century to be explored both linguistically and as a genre. Readings include novellas from the *Novellino* and the *Decameron*, and works of Machiavelli, Verga, Pirandello, Moravia, Calvino, Pavese, D'Annunzio, and others. Meets Division III requirement.

203. Italian Theater Examination of selected plays from the Renaissance to the present. Readings include plays by Machiavelli, Ruzante, Goldoni, Alfieri, Giacosa, Chiarelli, D'Annunzio, Pirandello, and Dario Fo. Meets Division III requirement.

204. Foscolo, Leopardi, and Manzoni A study of the Italian Romantic movement as reflected in these writers. Meets Division III requirement.

206. Literature of the Nineteenth Century A study of the literary currents following the Romantic movement. Special attention given to Decadentismo and Verismo. Meets Division III requirement.

207. Dante In translation. An historical appraisal and a critical appreciation of the *Divine Comedy* with attention to some of Dante's other works. Meets Division III requirement.

208. Petrarca and Boccaccio In translation. A study of Petrarca's *Canzoniere* and Boccaccio's *Decameron* as examples of a changing society. Meets Division III requirement.

209. Humanism and the Renaissance In translation. An introduction to Italian Humanism and to literature and culture in the fifteenth and sixteenth centuries. Readings include works by Castiglione, Machiavelli, Ariosto, Tasso, and Campanella. Meets Division III requirement.

301. Dante A study of the *Divina Commedia*. Prerequisite: two years of Italian or equivalent.

303. Petrarca and Boccaccio A study of Petrarca's *Canzoniere* and Boccaccio's *Decameron*. Prerequisites: two years of Italian or the equivalent.

304. The Renaissance A study of selected texts by Poliziano, Leon Battista Alberti, Lorenzo de' Medici, Castiglione, Machiavelli, Ariosto, and Tasso. Prerequisite: two years of Italian or the equivalent.

305. Literature of the Settecento Offered upon demand.

399. Senior Conference Under the direction of the instructor, each senior prepares a paper on an author or a theme which the student has chosen. At the end of the semester students choose and demonstrate knowledge of three authors or topics by either an oral or written examination, according to their preference.

LATIN

Professors:

Julia H. Gaisser, Ph.D., *Chairman* (on leave, 1985-86)

Russell T. Scott, Ph.D. (*Mellon Professor, American Academy in Rome*, 1984-1987)

Myra L. Uhlfelder, Ph.D., *Acting Chairman*, 1985-86

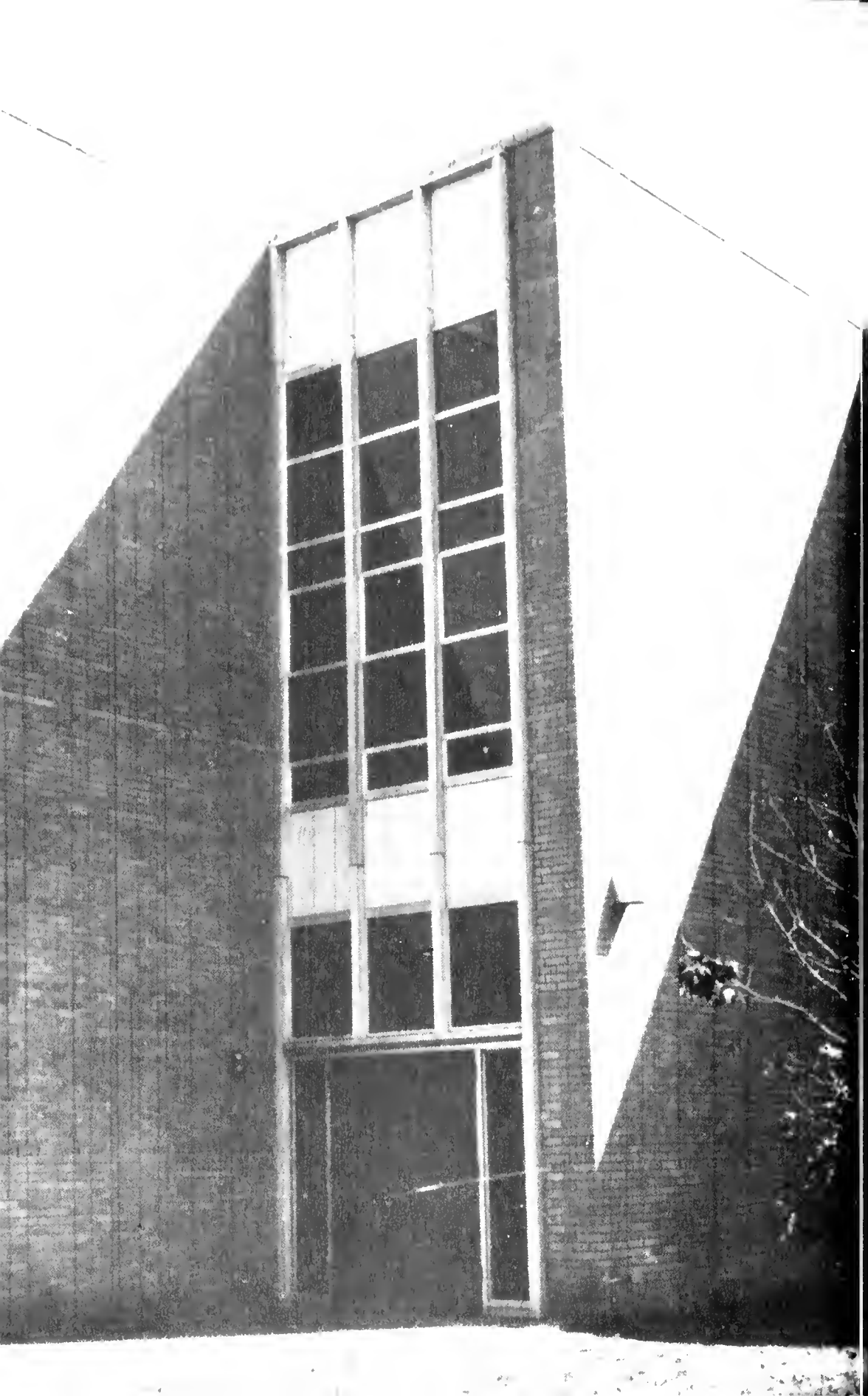
Assistant Professor:

David S. Potter, D.Phil.

Visiting Lecturer:

Elizabeth Block

The major in Latin is designed to acquaint the student with Roman literature and culture, which are examined both in their classical context and as influences on the medieval and modern world.



PARK HALL

Reflecting a post-war emphasis on economy and the growing concern for the expense of erecting Gothic buildings, Park Hall, originally the New Science Center, was constructed in 1938 of inexpensive modern gray brick. Financed by the Fiftieth Anniversary Campaign and dedicated in 1942 as the Marion Park Hall in honor of Bryn Mawr's third president, the simple and unornamented structure contained lecture rooms, laboratories, and academic offices for the natural sciences. Park Hall was expanded to include the Biology Building (1958) and the Physical Science Building (1964); today it houses the offices, laboratories, and libraries of the Departments of Biology, Chemistry, Physics, Geology, and Mathematics. Park Hall also houses the George Vaux Mineral Collection, one of the most extensive study collections in the country.



Requirements for the major are ten courses: Latin 101 and 102, two literature courses at the 200-level, two literature courses at the 300-level, History 207 or 208, Senior Conference, and two courses to be selected from the following: Latin 205; Classical Archaeology or Greek at the 100-level or above; French, Spanish, or Italian at the 200-level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome (see page 47) are accepted as part of the major. Latin 205 is required for those who plan to teach. By the end of the senior year, majors will be required to have completed two examinations: sight translation from Latin to English and a comprehensive examination on Latin literature.

Requirements for the minor are six courses, two of which must be at the advanced, 300 level. For non-majors, two literature courses at the 200-level must be taken as a prerequisite for admission to a 300-level course.

On the invitation of the department, students may write an honors paper in their senior year; such a project will generally be done in the second semester, following distinguished work in the Senior Conference. Students who place into 200-level courses in their freshman year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

The Department of Latin participates in the interdepartmental majors in Classical Languages, Classical Studies, and The Growth and Structure of Cities. See pages 171 and 101.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

001. Elementary Latin Basic grammar and composition, Latin readings. Credit will not be given for Latin 001 without completion of Latin 002.

002. Elementary Latin Grammar and composition, reading in classical prose and poetry.

003. Intermediate Latin Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take Latin 101.

004. Intermediate Latin Readings in classical prose or poetry.

101. Latin Literature Selections from Catullus and Cicero. Prerequisite: Latin 001-002 or 003-004 or placement by the department. Meets Division III requirement.

102. Latin Literature Selections from Livy and Horace's *Odes*. Prerequisite: Latin 101 or placement by the department. Meets Division III requirement.

201. Advanced Latin Literature: Comedy Three comedies of Plautus and Terence. Meets Division III requirement.

202. Advanced Latin Literature: The Silver Age Readings from major authors of the first and second centuries A.D. Meets Division III requirement.

204. Medieval Latin Literature Selected works of Latin prose and poetry from the late Roman Empire through the Carolingian renaissance. Meets Division III requirement.

205. Latin Style A study of Latin prose style, based on readings of prose authors and exercises in composition, and of Latin metrics with practice in reading aloud.

215. The Ancient Stage See Greek 215.

218. Greek and Roman Religion A comparative study of religious practice in the Roman Republic and fifth-century Athens. See Greek 218. Meets Division IV requirement.

301. Vergil's Aeneid

302. Livy and Tacitus

303. Lucretius Study of the *De Rerum Natura* and its philosophic background.

304. Cicero and Caesar

305. Livy and the Conquest of the Mediterranean Close analysis of Livy's account of the Second Macedonian War, the Syrian War, and the origins of the third Macedonian War. Emphasis will be placed on Livy's method of composition and reliability and on his general historical outlook and that of other authors who covered the period. The relevant sections of Polybius' history, Plutarch's biographies of Flaminius, the Elder Cato, and Aemilius Paullus as well as all relevant inscriptions will be dealt with in English. On consultation with the instructor arrangements can be made to accommodate the Latinless historian and students of Greek.

398. Senior Conference Topics in Latin Literature.

For Roman History, see History 207 and 208.

For Roman Architecture, see Classical and Near Eastern Archaeology 324.

Haverford College offers the following courses in Latin:

Classics 002. Elementary Latin

Classics 102a,b. Introduction to Latin Literature

Classics 252a,b. Advanced Latin

MATHEMATICS

Professors:

Frederic Cunningham, Jr., Ph.D., *Chairman*

Mario Umberto Martelli, Ph.D. (On leave, 1985-86)

Associate Professor:

Rhonda Jo Hughes, Ph.D.

Assistant Professors:

Paul Melvin, Ph.D. (On leave, 1985-86)

Kyewon Koh Park, Ph.D.

Rodica Simion, Ph.D.

Lecturer:

Antoinette Trembinska, Ph.D.

Frank Schmidt, Ph.D. (Part time)

The major program in mathematics provides a balanced introduction to pure and applied mathematics. Students intending to continue with graduate work in mathematics will want to take more than the minimum major requirements described below.

The requirements for the major are: Calculus 101, 102, 201, 202, or the equivalent; Algebra 203, 303; Real Analysis 301-302; Senior Conference 398-399; and additional work in mathematics to make a total of eleven courses. Any of this work other than the Senior Conference may be taken at Haverford or elsewhere.

Starting with the class of 1988 the requirements for the mathematics major will be changed as follows. Students will be required to take a minimum of ten courses at the 200 level or higher, to include 201-202, 203, 301-302, 303, (or the equivalent) and at least one Senior Seminar to replace the current Senior Conference.

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four or five years. See also, elsewhere in this catalogue, the five-year joint program with California Institute of Technology for completing both an A.B. at Bryn Mawr and an engineering degree at CalTech.

The degree with honors in mathematics is awarded by the department to students who have achieved excellence in the work of the major and in a program of independent work undertaken in the senior year, including an honors thesis, which may be an expository paper or some original research.

The requirements for a minor in mathematics are six courses in mathematics at 100 level or above, of which two courses are at the 300 level.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information see the description of Human Development in this catalogue.

001. Fundamentals of Mathematics Basic techniques of algebra, analytic geometry, graphing, and trigonometry, for students who need to improve these skills before entering other courses which use them, both inside and outside mathematics. Passing this course with a grade of 2.0 or higher satisfies the readiness requirement in mathematics. Otherwise this course counts towards no specific degree requirement. Placement in this course is by advice of the department and permission of the instructor.

101,102. Calculus with Analytic Geometry Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications, methods of integration, infinite series. Meets Division II requirement.

103. Matrices and Linear Programming Matrices, linear equations and inequalities; linear programming problems, with applications; the simplex algorithm; duality and two-person matrix games. Elementary computer programming will be included so that non-trivial problems can be solved numerically. Other uses of matrices as time permits, such as Markov chains, or incidence matrices of graphs. Meets Division II requirement.

104. Elements of Probability and Statistics Basic concepts and applications of probability theory and statistics including: finite sample spaces, permutations and combinations, random variables, expected value, variance, conditional probability, hypothesis testing, linear regression, and correlation. The computer will be used; prior knowledge of a computer language is not required. Meets Division II requirement.

201,202. Intermediate Calculus with Linear Algebra Vectors, matrices, and linear maps, functions of several variables, partial derivatives, multiple integrals, line and surface integrals, vector analysis, Taylor's theorem, differential equations. Meets Division II requirement.

203. Linear Algebra Matrices and systems of linear equations, vector spaces, and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces and quadratic forms. Meets Division II requirement.

204. Theory of Probability with Applications Random variables, probability distributions on \mathbb{R}^n , limit theorems, random processes. Prerequisite: 102. Meets Division II requirement.

301,302. Introduction to Real Analysis The real number system, elements of set theory and topology, continuous functions, uniform convergence, the Riemann

integral, power series, Fourier series, and other limit processes. Prerequisite: Mathematics 202.

303. Introduction to Abstract Algebra Groups, rings, fields, and their morphisms.

304. Topics in Algebra Continuation of 303. Galois theory, modules. Topics covered may vary from year to year.

306. Mathematical Methods in the Physical Sciences Equivalent to Physics 306, although the material covered may be slightly different. Complex variables; Fourier series; Laplace and Fourier transforms; Sturm-Liouville problems; expansions in series of eigenfunctions; boundary value problems; elements of bifurcation theory. Offered as Physics 306 in 1985-86 and as Mathematics 306 in 1986-87.

311. Differential Equations

312,313. Topology

320,321. Real Analysis Lebesgue integral; general topology; measure theory; functional analysis.

398,399. Senior Conference A seminar for seniors majoring in mathematics. Topics covered vary from year to year.

403. Unit of supervised independent study

Haverford College offers the following courses:

103d,e. Foundations of Probability and Statistics I and II

113,114. Calculus I and II

116. Topics in Mathematics

205. Algorithms and Data Structures

213. Multivariable Calculus

214. Differential Equations

215,216. Calculus III and IV

218. Probability and Statistics

219. Applied Linear Algebra

220. Elementary Complex Analysis

227. Introduction to Mathematical Logic

250. Combinatorial Analysis

317,318. Analysis I and II

333,334. Algebra I and II

335,336. Topology I and II

350. Topics in Computer Science

390. Advanced Topics in Algebra and Geometry

392. Advanced Topics in Analysis and Geometry

394. Advanced Topics in Discrete Mathematics and Computer Science

396. Advanced Topics in Probability, Statistics, and Applied Mathematics

398. Advanced Topics in Logic and Foundations of Mathematics

399. Senior Departmental Studies

MUSIC

At Haverford College

Professor:

John H. Davison, Ph.D.

Assistant Professor:

Curt Cacioppo, Ph.D.; *Chairman*

Instructor:

Graeme Boone, M.M.

Lecturers:

Harvey Felder, M.M., *Orchestral Conductor*

Janice Hamer, M.M., *Choral Conductor*

At Bryn Mawr College

Professor: Isabelle Cazeaux, Ph.D.

The music curriculum is designed to deepen understanding of musical form and expression through development of compositional and performance skills and acquisition of style-analytical perspective. A major in music provides a foundation for further study leading to a career in music.

The theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The music history program provides a comprehensive view of the evolution of Western art music and introduces students to basic sources and research methods.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Symphony, and ensembles formed within the context of Haverford's Chamber Music Seminar. Music 214c; 215c,f,i; 216c; and Private Study 117f, 118f-417a, 418b are academically credited courses.

The requirements for the major are: Theory-composition—201a or b, 203a or b, 204a or b, 207a or b, 303a, 304b; History—221b, 222a, 321b, 322a; one upper-level elective in music (e.g., 224b, 226b, 403a, 404b). Students whose pre-college training places them out of theory and history courses may substitute more advanced study to fulfill the number of courses required. Performance—participation in a department sponsored performance group for at least one year is required. With departmental approval, participation in a jazz ensemble may satisfy the performance requirement. Continuing instrumental or vocal private study is strongly urged. Majors are expected to attend the majority of department sponsored concerts and colloquia. Majors must complete satisfactorily a senior project which will demonstrate focused achievement in one of the three principal areas of music—theory/composition, history, performance—and substantial knowledge in all of them. In addition, as part of the senior requirements, majors must pass a comprehensive listening exam consisting of examples from the literature to be recognized aurally. Time and guidance for the senior project will normally be provided through the student's taking either a 480 course or a regular course for double credit. Project topics should receive music faculty approval no later than October 31 of the student's senior year. Music contributes to the areas of concentration, and the Music Department welcomes proposals for interdisciplinary major programs involving music.

The requirements for the minor are: Theory-composition 201a or b, 203a or b, 204a or b, 207a or b, or 303a; History 221b, 222a, 321b, and either 322a or 403b.

Performance—participation in a department sponsored performance group for one year. A minor in music is open only to Bryn Mawr students.

Department honors or high honors will be awarded on the basis of superior work in music courses combined with exceptional accomplishment in the senior project.

103a,b. Rudiments of Music Study of notation and visual recognition in treble, bass, and alto clefs, of scales, modes, intervals, meters and chords; ear-training and elementary piano skills; introduction to principal works of classical music through supplementary listening. May not be counted toward the major. Given at Bryn Mawr College in the fall, at Haverford in the spring.

105a,b. Musicianship and Literature Preliminary intensive exercise in ear-training, sight-singing, and aural harmony, and investigation of principal works of classical music through guided listening and analysis.

107a,b. Introductory Piano For students with little or no keyboard experience. Basic reading skills and piano technique; scales, arpeggios, and compositions in small forms by Bach, Mozart, and others. Enrollment limited to sixteen.

109a,b. Keyboard Skills and Score Reading Study leading to more advanced keyboard and sight-reading facility. May include technical drills, keyboard harmony, figured bass, improvisation, score reduction, transposition, interpretive study of works from the piano literature. Prerequisite: Music 205 or equivalent and either 201 or equivalent or 103 or equivalent.

203a,b. Principles of Tonal Harmony I Three class hours and one laboratory period. A study of the harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Emphasis on composing melodies, constructing phrases, and harmonizing in four parts. Composition of minuet and trio or other homophonic piece as final project. Lab drills include ear-training, sight-singing, keyboard harmony, and analysis of works on the supplemental listening list for the semester.

204a,b. Principles of Tonal Harmony II Three class hours and one laboratory period. Extension of Music 203. Chromatic harmonization, construction of more complex phrases; composition of original theme and variations as the final project. Lab drills include intensive ear-training, sight-singing, keyboard harmony, and score study of works on the supplemental listening list for the semester. Prerequisite: Music 203 or equivalent.

303a. Principles of Tonal Counterpoint Three class hours and one laboratory period. A study of eighteenth-century contrapuntal techniques and forms with emphasis on the works of J.S. Bach. Species counterpoint; canon; composition of two-part contrapuntal dance (such as gavotte); invention; introduction to fugal writing. Lab drills include advanced ear-training, sight-singing, dictation in two to four voices; analysis of works from the supplemental listening list for the semester. Prerequisite: Music 204 or equivalent.

304b. Advanced Tonal Harmony and Counterpoint Three class hours and one laboratory period. Further composition and analysis of fugue and study of chorale prelude; procedures in works by Beethoven, Mendelssohn, and others. Lab drills continue work in 303a, with emphasis on keyboard harmony and score reduction; atonal exercises; analysis of works from the supplemental listening list for the semester. Prerequisite: Music 303 or equivalent.

403a,b. Seminar in Twentieth-century Music Examination of classic and contemporary twentieth-century composers, works, and trends with reference to theo-

retical and aesthetic writings and the broader cultural context. Prerequisite: Music 204 or consent of the instructor.

404b. Seminar in Music Theory and Composition Topics based on the needs and interests of advanced students. May include composition of works in larger forms such as sonata allegro, rondo, or sonata rondo; compositions for larger ensembles; composition in twentieth-century styles.

117f, 118f, 217f, 218f, 317f, 318f, 417a, 418b. Vocal or Instrumental Private Study Prerequisites: Any non-private study, full-credit course offered by the Haverford Music Department (may be taken concurrently with private study; if two half credit courses are to be applied toward this prerequisite only the second may be taken concurrently); departmental audition to determine level; departmental approval of proposed teacher. To receive credit for private study, students must be participating in a departmentally approved ensemble (such as Chorale, Chamber Singers, Symphony, or Music 215 Seminar group and perform for a faculty jury at the end of the semester of study. Students and teachers will submit written evaluations at the end of the semester's work. Grades, given at the 200-400 levels, will be determined on the basis of all available material. Full credit is automatically given at the 400 level only; requests for full credit at the 100-300 level will be considered by the department. A maximum of two credits of private study may be applied toward graduation. All financial arrangements are the student's responsibility. Private study subsidies may be applied for at the beginning of each semester's study through the department.

214c. Seminar in Analysis and Performance of Choral Literature Available to students participating in the Haverford-Bryn Mawr Chamber Singers. Research into the special musical problems of literature, rehearsed and performed during the semester.

215c,f,i. Seminar in Analysis and Performance of Chamber Music Intensive rehearsal of works for small groups, with supplemental research and listening assigned. Performance required. Available to instrumentalists and vocalists who are concurrently studying privately or who have studied privately immediately prior to the start of the semester. Prerequisite: audition and consent of instructor.

216c. Seminar in Analysis and Performance of Orchestral Literature For students participating in the Haverford-Bryn Mawr Symphony. Research into the special musical problems of literature rehearsed and performed during the semester.

101a. Introduction to Western Music (Also called General Programs 101a.) A study of the elements of music (rhythm, melody, polyphony, timbre, texture, orchestration) considered in a broad cultural context, followed by a survey of selected masterworks of Western art music from the Middle Ages to the present. Listening assignments and several brief papers. May not be counted toward the major.

126b. Topics in World Music: Introduction to History of Jazz An historical survey of the origins, phases, and recent directions of jazz as the most significant area of Afro-American music. May be applied toward fulfillment of requirements for the major with special departmental approval.

221a. Medieval and Renaissance Music An examination of the music of the medieval and Renaissance periods emphasizing study of techniques and styles, performance practice, and historical setting; extensive research and listening assignments.

222b. Baroque Music An examination of the music of the Baroque period emphasizing study of techniques and styles, performance practice, and historical setting; extensive research and listening assignments.

223a. Classical Music An examination of the music of the classical period emphasizing study of techniques and styles, performance practice, and historical setting; extensive research and listening assignments.

224b. Romantic Music An examination of the music of Romantic period emphasizing study of techniques and styles, performance practice, and historical setting; extensive research and listening assignments.

324b. Seminar in Music History

326b. Seminar in Jazz History Prerequisite: Music 103 or 126, or some practical jazz experience; enrollment limited to twenty-four.

480a,f,b,i. Independent Study Prerequisite: Consent of the instructor.

The Union Music Center houses classrooms, practice rooms, a listening facility, score and record library, and the MacCrate Recital Hall, home of the orchestra and choruses, equipped with two grand pianos for recitals and small concerts. In the spring of 1980 five new pianos were added to the collection and fine listening equipment was installed. A Bosendorfer concert grand, made possible with the help of the Cameron Baird Foundation, and a Schlicker pipe organ are in Roberts Hall where large concerts are held and where, in a recent remodeling, several new practice rooms have been added.

PHILOSOPHY

Professors:

George L. Kline, Ph.D.

Michael Krausz, Ph.D.

Jean A. Potter, Ph.D.

George E. Weaver, Jr., Ph.D., *Chairman*

Assistant Professor:

Robert J. Dostal, Ph.D.

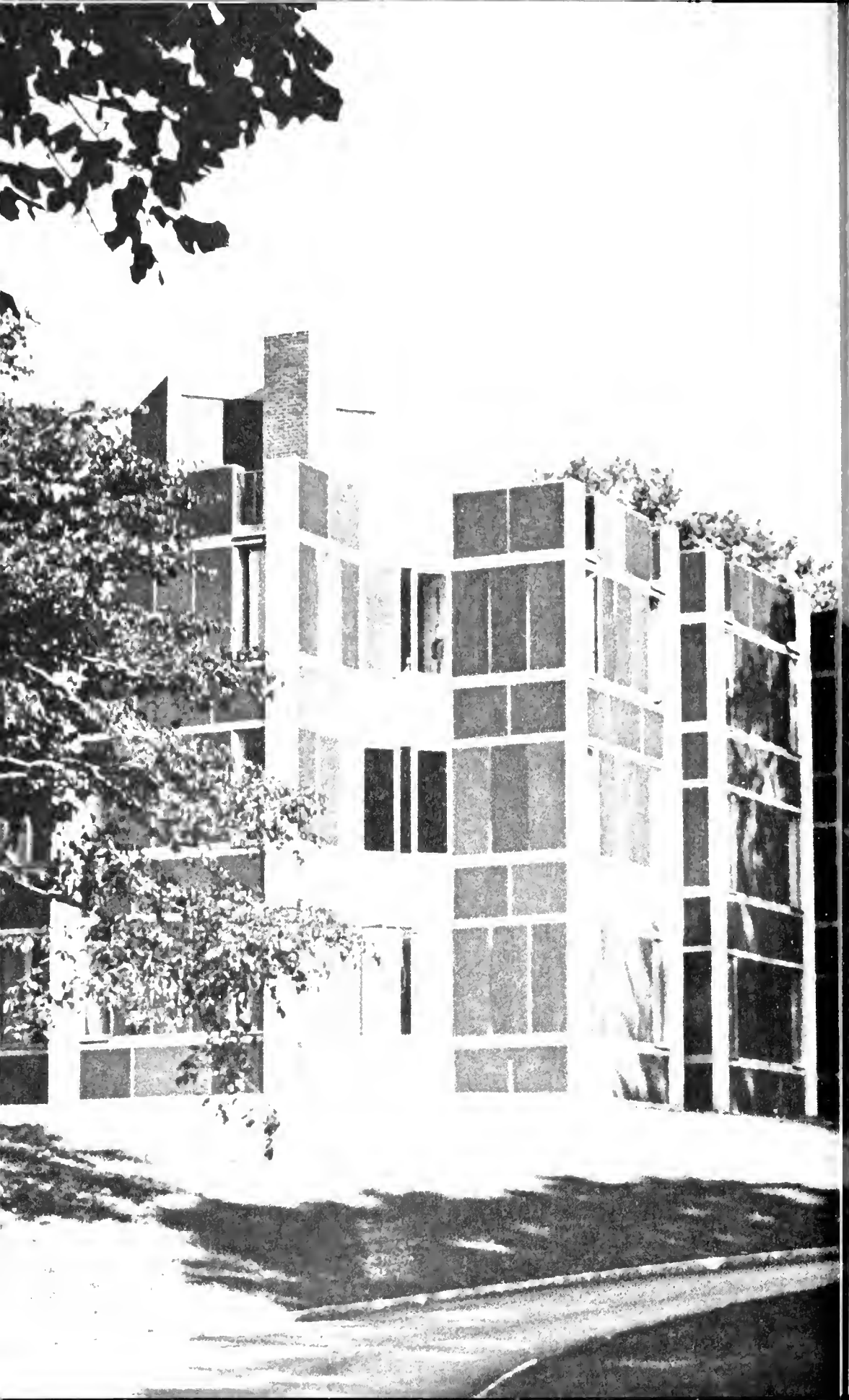
Professor of Political Science:

Stephen Salkever, Ph.D.

The Department of Philosophy prepares its students in a number of ways: At the graduate level students work toward becoming professionals in the discipline as teachers and researchers; undergraduate instruction introduces students to some of the most compelling answers that have been given to questions arising from thoughtful reflection on human existence; it also grooms students for a wide variety of fields which require analysis, conceptual precision, and clarity of thought and expression. These include the law, social services, business, computer science, health professions, and the arts.

The curriculum focuses on three major areas: (1) The systematic areas of logic, theory of knowledge, metaphysics, ethics, and aesthetics; (2) the history of philosophy through study of key philosophers and philosophic periods; and (3) the philosophical explication of methods in such domains as science, religion, art, and history.

The department is a member of the Greater Philadelphia Philosophy Consortium, which sponsors the Conferences on the Philosophy of the Human Studies. Participating in the consortium along with Bryn Mawr are Temple University, the



ERDMAN HALL

In 1956 the noted Philadelphia architect Louis Kahn designed the Eleanor Donnelly Erdman Hall, which accommodates 130 students. Framed in concrete, with gray slate sheathing, its skyline broken by jutting dormers and skylights, Erdman Hall reflects but does not mimic the stone exteriors and crenellated motifs of the earlier Cope and Stewardson buildings and maintains the intimate scale of the older dormitories through its subdivision into three equal squares joined at the corners.

As noted by Architectural Forum, Kahn's design for Erdman marks a remarkable shift from the "village" or "cottage" philosophy of dormitory design espoused by the earlier architects, toward a more progressive experimental concept. "The rooms with their plastered surfaces and sunny nooks are surprisingly domestic, but the major spaces are less so. The fact reflects Kahn's conviction that a dormitory should not express a nostalgia for home. It is not, he points out, a permanent residence, like a house or an apartment, but an interim place, a group place that can have its own values." One of Kahn's most significant works, Erdman Hall now attracts architects and historians from all over the world.



University of Pennsylvania, and Villanova University. Undergraduate students can take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania. Philosophy courses are divided into four divisions and three levels. One-hundred-level courses are introductory, 200-level courses are intermediate, and 300-level courses are advanced.

Core courses are intended to provide students with a common background in philosophical problems, concepts, and argumentation. These courses are designated by a zero (0) in the second digit of the three-digit course number. Philosophy 101 and 201 are required.

Theory of knowledge and metaphysics is concerned with what sorts of things exist, with what we know, and with how we know. These courses are marked by a one in the middle digit.

Value theory courses are concerned with the nature of evaluative concepts such as goodness and beauty and the justification for claims involving these concepts. These courses are designated by a two in the middle digit. Ethics is required.

Persons and periods focuses on significant individual thinkers and traditions in the history of philosophy. Courses are designated by a three in the middle digit.

In addition, many students take courses in political science which provide major credit in philosophy. These are: 209 Western Political Theory: Ancient and Modern; 231 Western Political Theory: Modern; 311 Theory and Practice in Political Philosophy; 320 Problems in Greek Political Philosophy; and 327 Political Philosophy in the Twentieth Century.

Each student majoring in philosophy must take a minimum of nine semester-long courses and the Senior Conference (398). Of the nine courses one must be from each of the four divisions. The core division requirement must be met by taking Greek Philosophy 101 and Modern Philosophy 201, or the History of Western Philosophy 100 a and b, at Haverford. The values requirement must be met by taking Ethics 221. In addition, at least two courses must be at the advanced level. A student may satisfy a divisional requirement by taking an advanced course; for example, Russian Philosophy 333 satisfies simultaneously both the Division III requirement and part of the advanced course requirement.

Bryn Mawr's department cooperates extensively with the department at Haverford, enabling the major to experience a wide variety of approaches to philosophy as well as additional course offerings. Haverford courses may satisfy Bryn Mawr requirements, but a student should check with the head of the department to make sure a specific course will meet a requirement. Students may also enroll in selected courses at Swarthmore College. In addition, outstanding students may, with the approval of the instructor, and the dean of the Graduate School of Arts and Sciences, register for a graduate seminar and receive undergraduate credit.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related fields, such as literature, languages, history, psychology, and mathematics.

Departmental honors may be earned by preparing an honors paper. Students interested in submitting an honors paper proposal should consult with the instructor with whom they wish to work and with the department head.

A student may minor in philosophy by taking six courses in the discipline at any level.

No introductory-level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course and any intermediate course satisfies the prerequisite for an advanced-level course.

Courses in Philosophy so designated will meet the Division IV requirement for

students who matriculated before September 1985. Students matriculating in or after September 1985 may use those courses to satisfy the Division III requirement.

101. Introduction to Philosophy: Greek Philosophy The origins and development of Greek philosophy, including the pre-Socratics, Plato, and Aristotle. Meets Division IV requirement.

102. Introduction to Problems of Philosophy Several sections of this course are offered; they differ in focus. Meets Division IV requirement.

(a) Philosophy Through Literature An exploration of key philosophic themes which are exhibited in certain major works of imaginative literature. Among them: self-knowledge and self-deception; normalcy and madness; the use and abuse of language; choice, responsibility, and freedom; the clash of duties; time, history, and the existing individual. Meets Division IV requirement.

(b) Values This section explores the moral, aesthetic, and religious dimensions of human experience. Among the issues considered are the relation of facts to values; the basis of moral judgments and judgments of beauty and artistic worth; the relationship between faith and reason; and the claim that God exists. Meets Division IV requirement.

(c) Foundations of Knowledge Contemporary formulations of certain philosophical problems are examined, such as the nature of knowledge, persons, freedom and determinism, the grounds of rationality, cognitive and moral relativism, and creativity in both science and art. Meets Division IV requirement.

103. Logic Intended to train the student to read and write proof discourses (i.e., those segments of writing or speech which express deductive reasoning) and to give some insight into the nature of logic, the relationship between logic and linguistics, and the place of logic in the theory of knowledge. Meets Division IV requirement.

201. Introduction to Philosophy: Modern Philosophy The development of philosophic thought from Descartes to Nietzsche. Meets Division IV requirement.

211. Theory of Knowledge An examination of the relationship between cultural relativism and cognitive relativism. Comparison will be made with absolutist and foundationist strategies. Topics include the nature of truth, conceptual schemes, and argumentation. Meets Division IV requirement.

212. Metaphysics An examination of the structure of reality, with reference to such important classical and contemporary theories as monism, dualism, materialism, and idealism. Meets Division IV requirement.

213. Intermediate Logic Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary focus is their semantics or model theory. Particular attention is given to those ideas and results which anticipate developments in classical first order model theory. Prerequisite: Philosophy 103 or Mathematics 101 and 102.

214. Modal Logic Study of normal sentential modal logics. Topics include Kripke semantics, Makinson constructions, and back and forth arguments. Prerequisite: Philosophy 103.

215. Introduction to Set Theory: Cardinals and Ordinals Study of the theory of cardinal and ordinal numbers in the context of Godel-Bernays-von Neumann set theory. Topics include: equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisite: either Philosophy 103 or Mathematics 101 and 102.

216. Interpretation: Texts and Society Consideration of the problem of interpretation in art, literature, and the social sciences, especially history, sociology, and

anthropology. Questions concerning the distinctions between fact/value, objective/subjective, explanation/understanding will be addressed. Readings from critics, social scientists, and philosophers concerning the hermeneutical problem will be discussed. Meets Division IV requirement.

218. Foundations of Mathematics The construction of the basic number systems (positive integers, integers, rationals, and reals) and the axiomatic development of their theories from a modern "abstract" perspective. Particular emphasis is given to those ideas, methods, and presuppositions implicit in these developments. Prerequisite: Philosophy 103 or Philosophy 213 or 215, or Mathematics 101 and 102.

221. Ethics A close study of classical and contemporary texts, with attention to such problems as the nature of moral conflict, freedom, responsibility, obligation, and decision. Meets Division IV requirement.

222. Aesthetics An examination of aesthetic experience, the ontology of art objects, the nature of artistic interpretation, and the concept of creativity. Meets Division IV requirement.

232. Aristotle An introduction to Aristotle, stressing the relationships between Aristotelian metaphysics and natural science. Prerequisite: Philosophy 101; Philosophy 201 strongly recommended. Meets Division IV requirement.

235. Medieval Philosophy The history and development of medieval philosophy from its origins in classical and patristic thought through the fourteenth century. Meets Division IV requirement.

236. Plato: Early and Middle Dialogues A study of four or five dialogues, to be chosen from among the following: Apology, Crito, Euthyphro, Charmides, Protagoras, Meno, Gorgias, Republic. Meets Division IV requirement.

240. Feminism and Human Nature This course focuses on four texts representative of four different feminist political theories. It is assumed that every political theory is based on a theory of human nature and thus incorporates some assumptions about the nature of men and women. Goals of the course include evaluation of the adequacy of concepts of human nature for illuminating the experience of women and improving the position of women and reconsideration of "human nature" concepts in light of women's historical experience of social and political oppression. Meets Division IV requirement.

310. Philosophy of Science An examination of positivistic science and its critics. Problems include the possibility and nature of scientific progress from relativistic perspectives.

311. Philosophy of Religion The existence and nature of God and the character of religious language.

312. Philosophy of History An examination of representative analytic and speculative philosophies of history. Topics include the nature of historical explanation, the relativist/absolutist controversy, holism and individualism, and historical interpretation.

316. Philosophy of Mathematics Epistemological problems, particularly in reference to mathematical realism, are examined and various solutions are discussed, with emphasis on "structuralist" solutions arising out of modern abstract algebra. Prerequisite: Philosophy 103 or Philosophy 213.

317. Philosophy of Creativity A systematic examination of theories of creativity in the arts and sciences.

318. Philosophy of Language This course is concerned with Tarski's attempt to formulate scientific semantics as an axiomatic theory and to define various semantic concepts (e.g., designation, truth, and logical consequence) within that theory. This work is compared with the more recent attempts to provide a model theoretic semantics for parts of natural language. Prerequisite: Philosophy 103.

319. Philosophy of the Social Sciences A critical examination of various theories of human nature and human action.

330. Kant An examination of central themes of Kant's critical philosophy.

331. Hegel A close study of the major themes of the *Phenomenology of Spirit* (1807) with some attention to the anti-Hegelian "existentialist" response of Kierkegaard's *Concluding Unscientific Postscript* (1847).

332. Texts in Medieval Philosophy A concentrated study of one or two of the important writings in medieval philosophy.

333. Russian Philosophy A critical survey of major trends in Russian thought from the eighteenth to the mid-twentieth centuries, with special attention to ethics, social philosophy, the philosophy of religion, and the philosophy of history.

334. Marx and Russian Marxism An intensive study of selected works of Marx, Engels, Plekhanov, and Lenin and a critical survey of contemporary Soviet Marxism-Leninism. Special attention will be paid to the question of whether Marx was a philosophical materialist.

337. The Philosophies of Schopenhauer, Marx, and Nietzsche A close study of the principal philosophical writings of three nineteenth-century thinkers, viewed in the perspective of their individual responses to the Hegelian system.

398. Senior Conference Designed as a seminar to involve all senior majors, all first-year graduate students, and all faculty members in the reading of a major contemporary work.

Graduate seminars open to undergraduates:

500,501. **Logical Theory**

502,503. **Introduction to Mathematical Logics**

504,505. **Homogeneous Universal Models**

600,601. **History of Philosophic Concepts**

602,603. **Topics in Logic**

604,605. **Phenomenology: Husserl**

606,607. **Kant: Critique of Pure Reason and Critique of Judgement**

608,609. **Heidegger**

610,611. **Hermeneutics**

612,613. **Ethics**

614,615. **Hegel: Phenomenology of Spirit and Philosophy of Right**

616,617. **Whitehead**

618,619. **Aesthetics**

620,621. **Philosophy of History**

622,623. **Philosophy of Science**

624,625. **Theory of Knowledge**

626,627. **Continental Rationalism**

628,629. **Medieval Philosophy**

630,631. **Philosophy of Religion**

632,633. **Aristotle**

634,635. **Political Philosophy**

Haverford College offers the following courses in philosophy:

101. **Historical Introduction to Philosophy**

107. **Logic**

201. **Origins of Philosophy**

202. **Plato**

203. **Aristotle**

205. **Hellenistic and Roman**

207. **Philosophy East-West**

208. **Hinduism**

209. **Buddhism**

210. **Jewish Philosophy and Theology**

221. **Early Modern Continental Philosophy**

222. **Early Modern British Philosophy**

226. **Nineteenth-century Philosophy**

228. **Analytic Philosophy**

229. **Wittgenstein**

230. **Twentieth-century Continental Philosophy**

232. **American Philosophy**

234. **African-American Philosophy**

235. **African Philosophy**

250. **Structuralism and the Archaeology of Knowledge**

252. **Philosophy of Logic and Language**

254. **Aesthetics**

256. **Metaphysics and Epistemology**

266. **Critical Theory of Society**

268. **Social and Political Philosophy**

270. **Philosophy of Science**

295. **Life and Death**

300. **Contemporary Japanese Philosophy of Religion**

302. **Kant**

303. **Hegel**

304. **Topics in Ancient Philosophy**

305. **Topics in Early Modern Philosophy**

306. **Topics in Nineteenth-century Philosophy**

- 307. Topics in Recent Anglo-American Philosophy
- 308. Topics in Recent Continental Philosophy
- 309. Topics in Metaphysics and Epistemology
- 310. Topics in Social and Political Philosophy
- 311. Topics in Aesthetics and Philosophy of Literature
- 312. Topics in Ethics
- 314. Topics in Non-Western Philosophy

PHYSICS

Professors:

Alfonso M. Albano, Ph.D. (On leave, Semester II, 1985-86)
John R. Pruett, Ph.D.

Associate Professors:

Neal B. Abraham, Ph.D., *Chairman*
Peter A. Beckmann, Ph.D.

Lecturers:

Teymour Darkhosh, Ph.D.
Michael Sivertz, Ph.D.

Laboratory Assistant:

Mary E. Scott, A.B.

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe; they are designed to relate the individual parts of physics to the whole rather than to treat them as separate disciplines. In the advanced courses the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Opportunities exist for interdisciplinary work, for participation by qualified majors in research with members of the faculty, and for training in instrument making, glass blowing, computer programming and interfacing, and electronics.

It is possible for a student who takes Physics 101 and 102 and Mathematics 101 and 102 in the sophomore year to major in physics. However, it is advisable for a freshman considering a physics major to take Physics 101 and 102 and Mathematics 101 and 102 in the freshman year. Freshmen are strongly encouraged to seek to place out of Physics 101 and 102 and/or Mathematics 101 and 102 if they have had reasonably strong Advanced Placement courses in high school. Advanced placement and credit is given for a score of 4 or 5 on the AP tests. Alternatively, students may take the departmental advanced placement examinations just prior to, or during, the first week of classes.

It is strongly recommended that students considering graduate work in physics, materials science, engineering, or related fields supplement the major requirements with additional courses in physics, mathematics, or chemistry. In consultation with appropriate faculty members, students may design independent majors in, for instance, mathematical physics or chemical physics. The three-two plan with the California Institute of Technology (see page 142) makes it possible to pursue a five-year curriculum leading to a bachelor of arts degree from Bryn Mawr College and a bachelor of science degree in engineering or applied science from the California Institute of Technology.

Requirements for the major are: Ten physics courses and four mathematics courses. The required physics courses are 101, 102, 203, 204, 301, 306, (or Mathematics 306), 331, and three other courses at the 300 level or above in physics at Bryn Mawr or at Haverford, or in astronomy at Haverford, or in other science departments by permission of the department. With the permission of the department, appropriate Haverford physics courses may be substituted for several of the required courses. The required mathematics courses are 101, 102, 201, and 202 or their Haverford equivalents. Physics majors are strongly urged to take at least two courses in chemistry.

Requirements for the minor are: Physics 101, 102, 203, 204, 301, and 331 (or another 300-level course approved by the department) or appropriate equivalent Haverford physics courses.

The A.B. degree may be awarded with honors in physics. The award is based on the quality of original research done by the student and described in a senior thesis presented to the department and the achievement of a minimum GPA in physics of 3.4 and an overall GPA of 3.0, both calculated at the end of the senior year.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

The Three-Two Plan in Engineering and Applied Science: The College has an arrangement with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer to the third year of the engineering and applied science option at the Institute to complete two full years of work there. At the end of five years she will be awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by the California Institute of Technology.

In her three years at Bryn Mawr, the student must complete the composition, divisional, and foreign language requirements, as well as the prescribed science program and the basis for a Bryn Mawr major (probably, though not necessarily, in mathematics, physics, or chemistry). Prior to their arrival at Bryn Mawr, interested students are encouraged to write the appropriate department since the conditions placed on the three years at Bryn Mawr are very strict. Students interested in chemical engineering should write the Department of Chemistry and students interested in all other branches of engineering (mechanical, electrical, civil, aeronautical, etc.) should write the Department of Physics. Students considering this option should consult their dean at the time of registration in the freshman year.

101,102. Introductory Physics A study of the basic concepts underlying our present understanding of the physical universe. All branches of physics are investigated with the goal of unifying the seemingly diverse phenomena experienced in nature. Calculus will be introduced and used throughout. Prerequisite: Level 1 of the "Readiness for College Level Mathematics" requirement; see page 39. Three lectures and three hours of laboratory a week. Meets Division II requirement.

203. Classical and Relativistic Mechanics Newtonian mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications. One-dimensional systems including forced and nonlinear oscillators and scattering and orbit problems. The special theory of relativity applied to both kinematics and dynamics. Three lectures a week. Associated with this course is a four-hour-a-week laboratory in electricity, electronics, and electronic devices. Prerequisite: Physics 101 and 102, or Haverford Physics 101 (or 105) and 112, or equivalent. Corequisites: Mathematics 201 or Haverford Mathematics 213 or 215. Meets Division II requirement.

204. Electromagnetism and Physical Optics Electrostatics; electric currents and magnetic fields; electromagnetic induction; Maxwell's equations, electromagnetic waves, and elements of physical optics including principles of diffraction, interference, and coherence. Scalar and vector fields and vector calculus will be introduced and developed as needed. Three lectures a week. Associated with this course is a four-hour-a-week laboratory in mechanics and physical optics. Prerequisites: Physics 102 or Haverford Physics 112. Corequisites: Mathematics 202 or Haverford Mathematics 214 or 216. Meets Division II requirement.

301. Elementary Quantum Mechanics Quantum description of physical phenomena. Origins of quantum theory; Schrodinger's equation and wave mechanics; observables, operators, state vectors, and measurement theory; uncertainty and complementarity; one-dimensional problems; angular momentum; the one electron atom. Three lectures a week. Corequisites: Physics 203 or Haverford Physics 213. With permission of the instructor, students not majoring in physics at Bryn Mawr may be allowed to waive the physics corequisite.

302. Quantum Mechanics and Applications An introduction to the formal structure of quantum mechanics; measurement theory; spin angular momentum; the exclusion principle; vector model of the atom; perturbation theory, transition rates and selection rules; Hartree theory and multielectron atoms; molecular bonding; electronic, vibrational, and rotational spectroscopy; the role of symmetry in quantum mechanics. Three lectures a week. Prerequisites: Physics 301 or Haverford Physics 214.

303. Statistical and Thermal Physics Statistical description of the states of classical and quantum systems; conditions for equilibrium; statistical basis of thermodynamic concepts and the Laws of Thermodynamics; microcanonical, canonical, and grand canonical ensembles and applications; Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics with applications to solid state physics, low temperature physics, atomic and molecular physics, and electromagnetic waves; classical thermodynamics with applications to gases. Three lectures a week. Corequisite: Physics 301 or Haverford Physics 214.

304. Advanced Topics in Physics This course consists of two half-semester mini-courses from among the following: (a) Solid State Physics: crystallography, crystal diffraction, crystal binding, lattice vibrations, metals, band theory, and semiconductor theory; (b) Nuclear Physics: nuclear properties; alpha, beta, and gamma decay; nuclear forces; nuclear reactions and scattering; nuclear models; (c) Particle Physics: properties and classification of elementary particles, strong and weak interactions, conservation laws and symmetry, gauge theories, and quark model; (d) Plasma Physics: properties of plasmas, dynamics of charged particles in electromagnetic fields, nuclear fusion devices; (e) Special Relativity: fundamental postulates, Lorentz transformations, particle kinematics and dynamics; (f) General Relativity: geometry of space-time and Einstein's field equations, cosmology and cosmogeny. Three lectures a week. Pre- or corequisite: a 300-level physics course or, with permission of the instructor, advanced work in chemistry, astronomy, or mathematics.

305. Advanced Electronics Survey of electronic principles and circuits useful to the experimental physicist. Topics covered include feedback and operational amplifiers with extensive applications, servo systems, noise and small signal detection, analog to digital conversion, microcomputer interfacing. Two lectures and four hours of laboratory a week. Prerequisites: Physics 201 or 203 or Haverford Physics 213.

306. Mathematical Methods for the Physical Sciences This course is equivalent

lent to Mathematics 306, although the material covered may be slightly different. Complex variables; coordinate transformations; tensors; Fourier series; Laplace and Fourier transforms; Sturm-Liouville problems; expansions in series of eigenfunctions; boundary value problems. Three hours a week. Prerequisites: Mathematics 202 or equivalent Haverford course. Offered as Physics 306 in 1985-86 and as Mathematics 306 in 1986-87.

307. Solid State Physics Crystal structure and diffraction; the reciprocal lattice and Brillouin zones; crystal binding; lattice vibrations and normal modes; phonon dispersion, Einstein and Debye models for the specific heat; free electrons and the Fermi surface; electrons in periodic structures, the Bloch theorem; band structure; semiclassical electron dynamics; semiconductors; magnetic and optical properties of solids; superconductivity; defects in solids. Three lectures a week. Pre- or corequisite: a 300-level physics course or, with the permission of the instructor, advanced work in chemistry, astronomy, or mathematics.

308. Advanced Classical Mechanics Kinematics and dynamics of particles and macroscopic systems, including the use of configuration and phase space, normal mode analysis of oscillations, descriptions of the motions of rigid and elastic bodies. Mathematical methods will be introduced as needed. Three lectures a week. Pre- or corequisite: a 300-level physics course or, with the permission of the instructor, advanced work in chemistry, astronomy, or mathematics.

309. Advanced Electromagnetic Theory Electrostatics; dielectrics; electric currents; magnetism; magnetic materials; Maxwell's equations; electromagnetic waves; classical and relativistic electrodynamics; special topics such as superconductivity, plasma physics, and radiation. Mathematical methods will be introduced as needed. Three lectures a week. Pre- or corequisite: a 300-level physics course or, with permission of the instructor, advanced work in chemistry, astronomy, or mathematics.

331. Modern Physics Laboratory Set-piece experiments as well as directed experimental projects to study selected phenomena in atomic, molecular, nuclear, and solid state physics. These experiments and projects will serve as an introduction to the contemporary instrumentation and the precision measurement techniques used in physics research laboratories. Six hours of laboratory a week. This is a year-long, one-credit course, offered as a half credit course per semester. Permission is required to take the course for only one semester and this is not encouraged. Corequisite: Physics 301 or Haverford Physics 214.

390. Supervised Units of Work in Special Topics Subject to faculty time and interest, juniors and seniors may supplement their work with independent study or laboratory work in a special area of physics. Faculty-student research is not included here (see 403). Rather this is intended to fill gaps in undergraduate material or to appeal to special interests which lie outside faculty research interests.

403. Supervised Units of Research At the discretion of the department, juniors and seniors may supplement their work with research in one of the faculty research groups. At the discretion of the research supervisor, a written paper may be required at the end of the semester or year. Among the available topics for supervised units are:

Laser Physics Investigations of output characteristics of high-gain gas lasers, mode structure, intensity fluctuations, pulsing phenomena, and effects of anomalous dispersion. Studies of the properties of amplified spontaneous emission: intensity fluctuations and spectral widths. Single photoelectron counting to measure coherence properties of the electromagnetic radiation field.

Statistical Physics and Nonlinear Dynamics Theoretical work in nonequilibrium thermodynamics and statistical mechanics and on nonlinear dynamical systems. Chaotic phenomena in lasers and neural networks. Modeling of temporal correlations in molecular solids and NMR data.

Solid State Molecular Science Experimental and theoretical research in molecular and intramolecular dynamics and molecular and intramolecular interactions in solids. Nuclear spin-lattice relaxation experiments are performed in the physics department and high resolution nuclear magnetic resonance spectroscopy is performed in the chemistry department.

Haverford College offers the following courses in physics. A Haverford course and its Bryn Mawr course equivalent (indicated in parentheses) may not both be taken for credit.

- 101. Elementary Physics (101)
- 105. Introduction to Physics and Astronomy (101)
- 112. Fundamental Physics (102)
- 213. Electromagnetism, Optics, and Waves (204)
- 214. Introductory Quantum Mechanics (301)
- 308. Advanced Classical Mechanics and Numerical Methods (308)
- 309. Advanced Electromagnetic Theory and Modern Optics (309)
- 311. General Relativity and High Energy Astrophysics
- 313. Particle Physics (may duplicate 304)
- 314. Statistical Physics (303)
- 316. Electronic Instrumentation and Laboratory Computers (305)
- 322. Solid State Physics (307, may duplicate 304)
- 326. Advanced Physics Laboratory (331)
- 412. Research in Theoretical Physics
- 415. Research in Experimental Condensed Matter Physics
- 417. Research in Condensed Matter Physics

POLITICAL SCIENCE

The Caroline McCormick Slade
Department of Political Science

Professors:

Marc Howard Ross, Ph.D.

Stephen G. Salkever, Ph.D., *Chairman*

Assistant Professor:

Michael H. Allen, Ph.D.

The major in political science aims at developing the reading, writing, and thinking skills necessary for a critical understanding of the political world. The major consists of a minimum of ten courses. These courses must include work done in two distinct areas of concentration. A minimum of three courses must be taken in each area of



CANADAY LIBRARY

Perhaps the most urgent need for expansion of the Bryn Mawr campus was fulfilled in 1970 with the construction of the Mariam Coffin Canaday Library. Designed by architect Philip Chu and partially funded by matching grants from the Ford Foundation, the four story structure provides stack areas for over 500,000 volumes, multi-level study areas, periodical and reference rooms, basement space for a word-processing center, as well as areas for the College's collection of rare books, archives, and memorabilia. Many departments maintain specialized reference and study rooms in Canaday, and seniors and graduate students can reserve private carrels to facilitate independent or thesis-related study.

Separate libraries for art and archaeology are maintained in Thomas Hall. Libraries for mathematics and the natural sciences are located in Park Hall, and a social science library is located in Dalton Hall.



concentration, and at least one course in each area must be at the 300 level. One course will be a Senior Conference (Political Science 398 or one of the Haverford 390 series) to be taken in the first semester of the senior year; another will be the senior thesis (Political Science 399), to be written in the second semester of the senior year.

Areas of concentration are not fixed in advance, but are set by consultation between the student and the departmental advisers. The most common areas of concentration have been comparative politics, international politics, American politics, and political philosophy, but concentrations have also been established in Hispanic studies, political psychology, women and politics, Soviet studies, social philosophy, international economics, and American history, among others.

Up to three courses from departments other than political science may be offered for major credit, if in the judgment of the department these courses are an integral part of the student's major plan. This may occur in two ways: (1) An entire area of concentration may be drawn from courses in a related department (such as economics or history); or (2) courses taken in related departments will count toward the major if they are closely linked with work the student has done in political science. Ordinarily, 100-level or other introductory courses taken in related departments may not be used for major credit in political science.

Students who have done distinguished work in their courses in the major and who write outstanding senior theses will be considered by the department for departmental honors.

All Haverford political science courses count toward the Bryn Mawr major; courses in related departments at Haverford which are offered for political science major credit will be considered in the same way as similar courses taken at Bryn Mawr. Senior Conferences (an average of five a year) are offered at both Bryn Mawr and Haverford. Advisers for the senior thesis may be chosen from among the Haverford as well as the Bryn Mawr faculty.

201. American Politics This course is intended to serve as an introduction to empirical social science concepts and methods in general and to those in political science in particular. It is organized around the study of two major political processes in the United States: The structure and influence of public opinion and public policy formation. Meets Division I requirement.

205. Government and Politics in Western Europe Meets Division I requirement.

208. Introduction to International Politics Meets Division I requirement.

209. Western Political Philosophy (Ancient and Modern) An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Plato, Aristotle, Machiavelli, Hobbes, and Rousseau. Meets Division IV requirement.

218. Conflict and Conflict Management: A Cross-Cultural Approach A study of how and why societies throughout the world differ in terms of the level of internal and external conflict and methods of settling disputes. Explanations for conflict in and among traditional societies will be considered as ways of understanding political conflict and dispute settlement in the United States and other contemporary settings. Meets Division I requirement.

231. Western Political Philosophy (Modern) A continuation of Political Science 209, although 209 is not a prerequisite. Particular attention will be paid to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, Hegel, J.S. Mill, Marx, and Nietzsche. Meets Division IV requirement.

236. Plato: Early and Middle Dialogues See Philosophy 236 in this catalogue.

303. Problems in International Politics

307. Religion and Politics An examination of how and why religion and politics are frequently intertwined; how religion often provides an effective basis for political mobilization; and how religious symbolism and religious appeals serve the needs of political leaders and political movements. A theoretical perspective will be developed which will then be used in an analysis of particular cases ranging from the contemporary United States to the Middle East, Northern Ireland, West Africa, and Iran.

310. Problems in Comparative Politics

311. Theory and Practice in Political Philosophy A consideration of the relationship between ways of understanding the world and ways of understanding human action. Typical alternative modes of linking theoretical and practical assertions will be studied through the works of Nietzsche, Hume, and Aristotle.
Prerequisites: Political Science 209 and 231 or Philosophy 101 and 201.

316. The Politics of Race and Ethnicity An analysis of ethnic and racial group cooperation and conflict in a variety of cultural contexts. Particular attention will be paid to processes of group identification and definition, the politicization of race and ethnic identity, and various patterns of accommodation and conflict among groups.

320. Problems in Greek Political Philosophy Careful study of a selected text, concept, or author. Prerequisites: Same as for Political Science 311.

327. Political Philosophy in the Twentieth Century Some questions to be considered are the relationship of rationality and political authority, the "crisis of modernity," and the relationship between political philosophy and modern science. Principal authors to be read are Hannah Arendt, Jurgen Habermas, John Rawls, and Leo Strauss.

398. Political Science Senior Conference Each senior major must take one section of the Senior Conference (or Political Science 391, 393, 394, or 396) during the fall semester. Students may take more than one conference and/or research seminar. The conferences are intended primarily for senior majors, but are open to others with the consent of the instructor.

Equality An examination of the role played by the concept of equality in contemporary politics. Various meanings and interpretations of the concept will be considered with an eye to clarifying current political and legal debate.

International Political Economy

399. Senior Thesis

Haverford College offers the following courses in political science:

121. American Political Institutions and Their Dynamics

131. Comparative Government and Politics

132. Comparative Politics of the Third World

141. Introduction of International Politics

151. Western Political Theory

219. American Constitutional Law

223. American Political Process: The Congress

224. The American Presidency

235. Comparative Political Development

- 236. African Politics in World Perspective
- 238. Latin American Politics
- 245. International Political Systems
- 246. International Organization
- 248. Nuclear Weapons, Poverty, and Peace
- 255. American Democratic Theory and Practice
- 256. Contemporary Political Theory
- 257. Theories of Liberation: Feminist Political Theory
- 266. American Studies to the Civil War
- 268. American Studies since the Civil War
- 326. Topics in American Politics
- 335. Topics in Development, Theory, and Practice
- 346. Topics in International Politics
- 356. Topics in Modern Political Theory
- 391. Research Seminar in American Politics
- 392. Research and Writing on Political Problems
- 393. Research Seminar in International Politics
- 394. Research Seminar in Comparative Politics
- 396. Research Seminar in Political Theory

PSYCHOLOGY

Professors:

Richard C. Gonzalez, Ph.D., *Chairman*

Howard S. Hoffman, Ph.D.

Earl Thomas, Ph.D.

Matthew Yarczower, Ph.D.

Associate Professor:

Clark R. McCauley, Jr., Ph.D.

Assistant Professor:

Virginia A. Mann, Ph.D.

Lecturer:

Erika Rossmann Behrend, Ph.D.

Part-time Laboratory Coordinator and Part-time Lecturer:

Elna Yadin, Ph.D.

The department offers the student a major program which allows choices of courses from among a wide variety of fields in psychology: Clinical, cognitive, comparative, developmental, experimental, personality, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced course work, seminars, and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in experimental, physiological, social, developmental, cognitive, and clinical psychology. In addition, in collaboration with the Department of Biology, the department anticipates being able to offer students an opportunity to major in neurosciences.

Requirements in the major subject are Psychology 101-102, or its equivalent,

and 205 Experimental Methods and Statistics; eight additional courses, at least four of which must be selected from the following 200-level courses: Learning Theory and Behavior, Comparative Psychology, Sensation and Perception, Developmental Psychology, Language and Cognition; Social Psychology, Theories of Personality, Physiological Psychology; and at least three of which must be selected from the following 300-level courses: Psychopharmacology, Emotion, Abnormal Psychology, Comparative Psychology of Learning, Cognitive Issues in Personality and Social Psychology, Cognitive Disorders, Current Problems in Pavlovian Conditioning. With permission of the department, two semesters of supervised research may be substituted for one 300-level course.

Psychology 101-102 (or its equivalent) is a prerequisite for all 200-level courses, with the exception of 205. Some second-semester courses at the 200 level may, with permission of the department, be taken concurrently with Psychology 102. All courses at the 300 level have specific 200-level prerequisites (listed below after the description of each 300-level course) which are unalterable. For students preparing for graduate work, it is recommended that one unit of allied work be taken from among biology, chemistry, physics, and mathematics.

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a year's work in research (the design and execution of the research, the significance of the results, and the scholarship exhibited in the writing of a paper based on the research). Faculty who supervise student research submit to the faculty of the department any student's research paper judged worthy of consideration for honors in research. Honors are awarded if a majority of the faculty votes in favor of honors.

101, 102. Experimental Psychology A survey of methods, facts, and principles relating to basic psychological processes, their evolution, development, and neurophysiology. Neurobiology, sensory processes; motivation, emotion, and instinctive behavior; learning and memory; perception, cognition, and language development; personality and social psychology. Three hours of lecture and four hours of laboratory a week. The laboratory provides experience with contemporary methods of research on both animals and humans. Meets Division II requirement.

103. Process and Effects of Mass Media Communication Commercial advertising, political advertising, including the psychology of voting; the agenda of public issues; television violence; pornography. Meets Division I requirement.

104. Principles of Behavior Modification An examination of the assumptions, theories, data, and ethical issues concerning the attempts at behavior modification in educational, medical, psychiatric, penal, and industrial institutions. Among the topics examined are: Anxiety and depression, eating disorders, sexual dysfunction, sexual pathology, addictive behavior, psychotic behavior, self-control, countercontrol, ethics of control. Students administer a behavior modification program as part of the course. Meets Division I requirement.

105. The Psychology of Visual Art: Sensory Processes in Painting and Drawing This course is intended for the student who wishes to understand better how one sees and who is interested in the relevance of this information to the visual arts. It is organized around two texts. One of them gives a scholarly, up-to-date account of the human visual system and of the manner in which it processes and transforms sensory input. The other text provides an informed discussion of how visual inputs are transformed and interpreted in the course of executing a drawing. This text also incorporates a number of drawing exercises that are designed to sharpen one's capacity to observe detail and organization in the visual world. These exercises are used to illustrate the key functions in the visual system. Meets Division I requirement.

201. Learning Theory and Behavior A systematic analysis, in historical perspective, of the major conceptions of the nature of animal intelligence and the data bearing on them, with special emphasis on cognitive processes and their evolution. The course provides the foundation for the further study of intelligence and behavior, particularly as treated in courses on human learning and memory, language and cognition, comparative psychology and physiological psychology. Three lectures, five hours of laboratory each week. Meets Division II requirement.

202. Comparative Psychology: Evolution and Behavior Human social behavior is treated in comparative perspective. Current literature dealing with evolutionary concepts are considered and then applied to analyses of aggression, altruism, attachment, sexual behavior, language, and emotional expression. Meets Division I requirement.

204. Sensation and Perception A systematic examination of the way in which sensory signals are detected, analyzed, and transformed in the course of their perception. Examples in the domains of human vision and audition illustrate modern analytical approaches to the perception of color, form, and distance, and to the perception of acoustical events, such as speech and music. Individual projects will examine one or more current problems in these areas. Meets Division I requirement.

205. Experimental Methods and Statistics An examination of statistical factors in research design and in the analysis and interpretation of quantitative data. Specific topics include descriptive measures, the assessment of association, the logic of statistical inference, and the analysis of variance. Meets Division I requirement.

206. Developmental Psychology A topical survey of the development of brain and behavioral changes in the first decade of life, focusing on the relative contributions of experience and physical maturation to the ontogeny of such aspects of behavior as perception, language, cognition, and social interactions within the family and with peers. Both the behavior of normal children and that of children with developmental disabilities will be considered, supplemented, where appropriate, by findings obtained with other species. Requirements include an individual project devoted to a topic of current interest in the field. Meets Division I requirement.

207. Language and Cognition A survey of major issues and findings in the study of human mental representation. Information processing and neuropsychological approaches to the encoding, retention, and retrieval of mental representations will be the concern of the first half of the course. The second half will be devoted to the psychology of language, with an emphasis on the perception of speech, the structure of the mental lexicon, sentence parsing, and linguistic competence. Meets Division I requirement.

208. Social Psychology A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with human subjects. Specific topics include: group dynamics (conformity, leadership, encounter groups, crowd behavior); attitude change (consistency theories, attitudes and behavior, mass media persuasion); person perception (stereotyping, attribution theory, implicit personality theory); altruism and helping behavior; crowding and urban behavior. Participation in a research project is required. Meets Division I requirement.

210. Theories of Personality A survey of psychoanalytical, interpersonal, humanistic, and existential theories of human nature and human motivation, focusing primarily on specific theories of Freud, Erikson, Jung, Horney, Rogers, and May, and supplemented by pertinent experimental findings. Meets Division I requirement.

218. Physiological Psychology The neurobiological bases of experience and behavior. The course is interdisciplinary in nature, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. The student is introduced to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry, with an emphasis upon synaptic transmission. The principles learned here are then applied to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. The laboratory provides experience in either animal or human experimentation in the neurosciences. Three lectures, four hours of laboratory each week. Prerequisite: Psychology 201. Meets Division II requirement.

301. Emotion What is it and how is it measured? If I raise my brows, pull them together, raise my upper eyelids and stretch my lips horizontally back towards my ears, then will my skin temperature be lowered? Will I also feel fear? Is an infant capable of experiencing anger, disgust? Which cues do you believe indicate deception, which cues do you use to detect it, and which cues in fact reflect deception? Are the answers the same? Why do we not frown when we feel happy and smile when we feel disgust? These are among the questions which comprise the study of the evolution, development, communication, neuropsychology, and dysfunction of emotional processes. Prerequisites: Any one of the following: Psychology 201, 206, 208.

305. Psychological Testing Principles of measurement relevant to both experimental and individual-differences psychology, and the application of these principles in examination of a variety of psychological tests including intelligence tests (WAIS, WISC, Stanford-Binet, Raven and Cattell "culture-fair" tests); aptitude tests (SAT, GRE); and personality tests (MMPI, Rorschach). The goal is to enable the student to evaluate tests for either research or practical selection problems. Special issues considered include: intelligence versus creativity testing, hereditary versus environmental determinants of I.Q., trait versus situational determinants of behavior. Participation in a research project is required. Prerequisite: Psychology 205.

309. Abnormal Psychology Review of theoretical and clinical literature about the etiology and treatment of behavioral disorders.

357, 358. Computer Usage in the Life Sciences Experiments in the life sciences will be analyzed using computer techniques. The Fortran IV language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer is required. Lectures two hours, laboratory two hours a week.

393. The Comparative Psychology of Learning The comparative analysis of learning in vertebrates: fish, amphibians, reptiles, birds, and mammals. The relation between the evolution of the brain and the evolution of intelligence. Prerequisites: Psychology 201 and 218.

394. Cognitive Disorders An advanced treatment of the neuropsychology of language and cognition which will examine the contribution of current research into the nature of such acquired cognitive disorders as aphasia, amnesia, and visuospatial impairments, and such developmental disorders as dyslexia, autism, and Down's syndrome, to theories about the organization of brain and behavior. Prerequisites: Psychology 207 and 218.

395. Psychopharmacology The role of drugs in understanding basic brain-behavior relations. The pharmacological basis of motivation and emotion, pharmacological models of psychopathology, the use of drugs in the treatment of psychiatric disorders, such as anxiety, depression, and psychosis. The psychology and pharmacology of drug addiction. Prerequisites: Psychology 201 and 218.

397. Current Issues in Neuroscience and Behavior Advanced readings in topics related to neuroscience and behavior including neuropharmacology and behavior, the neural basis of learning, memory and cognitive processes, the neurobiology of aging, the physiology of pain, and the neurobiology of mental disorders. Prerequisite: Psychology 218.

398. Cognitive Issues in Personality and Social Psychology An examination of the relation between informational inputs and judgmental responses in a number of research areas of current interest: the perception of physical causality, person perception and the attribution of traits, diagnosis in clinical psychology, and categorical thinking and stereotyping. Bayesian and correlational analyses of biased information processing are compared in each area examined. Prerequisites: Psychology 205, 208, and either 210 or 211.

399. Current Problems in Pavlovian Conditioning Contemporary problems in conditioning. Association by contiguity; the learning of relations; precursors to the perception of causality. Prerequisites: Psychology 201.

403. Supervised Research in Psychology Laboratory or field research under the supervision of a member of the department.

Graduate seminars are offered on specialized topics in a variety of areas. Among those recently offered are the following: The Limbic System, Neurophysiology of Learning, Evolutionary and Psychopathological Aspects of Aggression, Physiological Techniques and Instrumentation, Comparative Neuroanatomy, Sensory Processes, Measurement and Test Theory. Undergraduates may be permitted to enroll in graduate seminars.

Haverford College offers the following courses in psychology that count towards the major at Bryn Mawr:

208. Social Psychology

211. Theories of Personality or

215. Culture and Personality

309. Abnormal Psychology

and the following courses:

111. Introductory Psychology

112. Introduction to Psychological Research

113. Introduction to Statistics in Psychology

200. Human Information Processes

217. Biological Psychology

237. Child Development

238. Psychology of Language

308. Personal and Social Judgment

RELIGION

At Haverford College

Associate Professors:

Richard Luman, Ph.D., *Chairman*

Ronald F. Thiemann, Ph.D.,

Assistant Professors:

Anne M. McGuire, Ph.D.

Michael A. Sells, Ph.D.

The Department of Religion is concerned with the historical study of religious traditions in the archaic, ancient, classical, and Judeo-Christian-Islamic West and with the philosophical study of religious thought, particularly in its modern forms of expression.

The exact structure of the student's program must be determined in consultation with the major adviser, whom the student chooses in consultation with the chairman from among the regular members of the department. The major program must include the following courses: Religion 101a, Religion 102b, and 399b and seven additional half-year courses. Introductory courses (100 level) will not be accepted as satisfying this requirement. Two of these courses may, with departmental permission, be upper-level courses in other departments, including foreign languages. Also among the seven courses, the student must have a two-course sequence drawn from 210a, 250b, 267b (two of three); or 225b, 335a; or 261a, 262b, 263a (two of three); or 235a, 236b; 243b, 244b, 245a (two of three). Other advanced courses to complete the seven course total may be taken at either Bryn Mawr or Haverford College. Each student's program and record will be reviewed annually with the department in the first two weeks of the fall semester.

Final evaluation of the major program will consist of written work and oral examinations to be administered during the senior year in the context of the work for Religion 399b. Where necessary for the major program, the department strongly urges the study of appropriate languages.

Honors in religion are awarded on the basis of the oral part of the senior evaluation and on work as juniors and seniors, with special emphasis on work in the department. High honors are awarded on the same basis, with the addition that special consideration shall be given to work done in independent study courses and seminars.

101a. Religion in Traditional Culture An investigation of social, religious, and historical issues basic to understanding the traditional cultures of the ancient Near East, the Hellenistic world, and the Roman world, the religions and literature of Judaism, Christianity, and Islam.

102b. Religion in Modern Culture An examination of religious expression and the critique of religious thought arising out of the Enlightenment.

200a. Introduction to Tibetan Buddhism

201a, 202b. History of Western Religious Thought and Institutions History of Christian thought and institutions from the fourth to the thirteenth centuries. No prerequisites, but Religion 101a and 102b and/or History 111 and 112 may be helpful.

205a. The Origins of Christianity The history, literature, and theology of earliest Christianity in its social setting, from the ministry of Jesus through the end of the New Testament period.

206b. History and Literature of Early Christianity The history, literature, and theology of Christianity from the end of the New Testament period to the rise of imperial Christianity under Constantine.

210a. Islam The development of Islam from the time of Muhammad to the present day. Special attention is paid to the interaction between the various aspects of Islamic cultures: credal Islam, Arabic philosophy, scholastic theology (*kalam*), Shi'ism, Sufism, and the world view of the poets; modern Islamic society viewed through contemporary Islamic novels and essays.

215a. Modern Critics of Christianity An examination of the philosophical, sociological, and psychological criticisms of Christianity arising out of Christianity's encounter with modernity. Readings in Feuerbach, Freud, Marx, Nietzsche, and others.

217a, 218b. History of Israelite Religion An examination of the growth and development of Israelite religion from the Patriarchs to the Fall of the Second Temple (C.E. 70).

221. Greco-Roman Religions Religions in the Greco-Roman world from the conquests of Alexander the Great to the rise of Christianity; traditional Greek and Roman religion, the mystery cults, and varieties of Judaism.

222b. Christianity and Classical Culture The relation between Christianity and classical culture in the first three centuries, with special attention to the role of Greco-Roman philosophy, religion, and society in the development of Christianity.

225b. Religions of the East The classical texts of Hindu, Buddhist, Taoist, and Confucian thought: The Upanishads, the *Bhagavad Gita*, the *Dhammapada*, the *Vimalakirti Sutra*, Lao Tzu, Chuang Tzu, *The Analects*.

226a. Religion in the Third Reich An historical and theological investigation of the crises precipitated within German religious communities by the accession to power of Adolf Hitler and the Nazi Party. Readings include documents of the German Christian Movement, the Confessing Church, the Roman Catholic Church, and selections from the theologies of Karl Barth, Dietrich Bonhoeffer, and others dealing with issues raised by the Holocaust.

231a. Woman in Early Christianity The images and roles of women in early Christianity and their implications for contemporary Christianity. Interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, the roles of women in various Christian communities.

235a. The Late Medieval Church and Luther A study of the development of the Late Medieval Church, especially the Avignonese papacy, the Great Schism of the West and the Conciliar Movement, and the Lutheran Reformations in Germany and Scandinavia, and the early Reformation and political thought.

236b. The Non-Lutheran Reformations A study of the non-Lutheran Reformations, their history and thought, including the work of Zwingli, Calvin, the "Left-Wing," the Anglican Reform, and the Roman Catholic Reformation.

238a. Medieval and Reformation Encounters with the Non-Christian World The medieval and Reformation missionary enterprise from Gregory the Great's mission to Britain to the occupation of the New World, considering methods (evangelism, Crusade, monasticism) and legal and theological reflection on the enterprise and on the status of both the non-believer and the convert. Consideration of Islam, pagan religions, non-Roman forms of Christianity. Prerequisite: History 111 or consent of the instructor.

240b. History and Principles of Quakerism

243a. Religion in the Age of Reason An inquiry into the thought of major religious figures of the seventeenth and eighteenth centuries, e.g., Pascal, Spinoza, Hume.

244b. Crisis and Recovery: The Theology of the Nineteenth Century An examination of the writings of nineteenth-century theologians, e.g., Schleiermacher, Kierkegaard, Troeltsch.

245a. Contemporary Religious Thought An examination of representative

theological positions of the twentieth century, e.g., liberalism, neo-orthodoxy, liberation theology.

250b. Muhammad An examination of the contrasting views of the Islamic prophet in pre-Islamic writings, the *Qur'an*, Sunnism, Shi'ism, Arabic philosophy, Sufi thought, Islamic modernism, and medieval and contemporary Western writings.

251b. Islamic Literature The literary tradition (*adab*) in Islam as a vehicle for dissent, change, self-examination, satire, and mystical expressions. The *Qur'an*, early Arabic poetry, the satires of al-Macarri, Omar Khayyam and modern poetry, novels and short stories.

255a. Anthropology of Religion

261a. The Letters of Paul A study of the thirteen letters attributed to the Apostle Paul and the place of Paul in the development of early Christianity.

262b. The Synoptic Gospels The Gospels of Matthew, Mark, and Luke critically examined and interpreted. Attention will be given to the development of traditions about Jesus and the literary and theological contributions of the Evangelists.

263a. Documents of Early Christianity Historical, literary, and theological study of selected writings from the first century of Christian history. Reading may include Johannine literature, Revelation, the Acts of the Apostles, Hebrews, and the Letters of Ignatius.

265a. African Christianity History and practice of Christian missions; independent churches; modern African theology.

267. Sufism Historical, literary, and philosophical studies in Islamic mysticism from the mystical passages in the *Qur'an* through mystical poets such as Rumi to the role of the mystic in contemporary novels.

270a. Religion and Morality Various major secular and religious systems of ethics, approached through readings from primary sources. Prerequisite: An introductory course in either Religion or Philosophy, or consent of the instructor.

280b. Christianity in Medieval and Reformation Scandinavia A history of Christianity in Northern Europe from the tenth century through the Peace of Westphalia (1648). Prerequisite: History 111 at Haverford.

282a. Icelandic Sagas Literary and religious dimension, pagan and Christian, of thirteen-century Icelandic sagas. Original texts, such as *Njal's Saga*, and appropriate critical literature.

285a. Cultural Identity in Third World Literature The encounter of traditional religious and cultural values with the modern West as reflected in non-Western novels, short stories, poetry, and folk tales.

300a. Topics in Tibetan Buddhism

310a. Life and Theology of Martin Luther A study of the biography and major theological works of Martin Luther (1483-1546), with concentration on the relation of his thought to ancient and medieval antecedents, the major controversies and statements of his mature life, and the relation of his thought to that expressed in the Lutheran Confessions. Prerequisites: History 111, 112 or Religion 236b, or consent of the instructor.

335a. Myth and Symbol Modern interpretations of myth and symbol, including those of Jung, Rene Girard, Mircea Eliade, P. Ricoeur, H. Corbin, Gershom Scholem, and Wendy O'Flaherty.

338a. Philosophy of Religion Reading and discussion of contemporary religious philosophers and their insights into fundamental conceptual problems encountered in the practice and study of religion. Prerequisite: Consent of the instructor.

345a. Seminar in Western Religious History Intensive study of a major thinker or movement in Western religious history. May be repeated for credit with change of content. Prerequisite: Consent of the instructor.

346a,b. Seminar in Religious Thought Specialized study of the works of some major philosopher or theologian, or work on a major theological problem. May be repeated for credit with change of content. Prerequisite: Consent of the instructor; reading knowledge of appropriate language is desirable.

348a. Seminar in Comparative Mysticism Readings in Jewish, Christian, and Islamic mystical thought, with a focus on the *Zohar*, Meister Eckhart, and the Sufi Master Ibn 'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern interpretive and critical theories.

350a,b. Seminar in Ancient Religion Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Prerequisite: Consent of the instructor.

375b. Islamic Philosophy and Theology Selected topics and figures in Islamic philosophy, scholastic theology (*kalam*), or mystical philosophy. The relation of Islamic philosophy to Greek, Jewish, and Indian thought. Prerequisite: Consent of the instructor.

399b. Modern Trends in Religion Advanced study of topics in the field. Required of senior majors and open to other qualified seniors with consent of the instructor.

460a,b. Teaching Assistance Department of Religion majors may receive one course credit for supervised teaching and leading small discussion sessions in Religion 101a and 102b when enrollments in those courses warrant their use.

480a,b. Independent Study Individual consultation; independent reading and research.

RUSSIAN

Professors:

Dan E. Davidson, Ph.D., *Chairman*

Ruth L. Pearce, Ph.D., (On leave, 1985-86)

Associate Professors:

George S. Pahomov, Ph.D.

Sergej Davydov, Ph.D.

Lecturer:

Nina M. Baranova, M.A.

Visiting Lecturers:

Richard D. Brecht, Ph.D.

Petr G. Chebatorev, Kand. nauk (U.S.S.R.)

Instructors:

Greg H. Hoffman, M.A.

Natasha K. Pervukhina, M.A.

Professor of Philosophy:

George L. Kline, Ph.D.

At Haverford

Professor of Economics:

Holland Hunter, Ph.D.

Professor of History:

Linda G. Gerstein, Ph.D.

The Russian major is a multi-disciplinary program designed to provide the student with a broadly based understanding of Russian and Soviet literature, thought, and culture with a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration, normally to be selected from among the fields of Russian literature, philosophy, history, or economics, and an allied field (other than that chosen for concentration). Under special circumstances allied or concentration work may be arranged in political science or linguistics as well. The concentration requires a total of four semester units, two at the 200 level and two at the 300 level. The allied field consists of two semester units of work at the 200 level.

The Russian language requirement for the major is defined as a minimum of three years of Russian or the equivalent. In practice, the 200-level advanced Russian courses, successfully completed, represent the level of proficiency required for all majors. Each year a number of Russian majors, especially those who plan to use their language in employment, graduate study, or study in the Soviet Union enroll in the fourth- and fifth-year level Russian language courses. Majors are encouraged to take advantage of opportunities for language learning support such as the weekly Russian tables, residence in the Russian House (Batten), intensive/immersion summer programs offered at Bryn Mawr or elsewhere, and regular academic study in the Soviet Union. Each year Bryn Mawr students compete for positions in the summer, semester, and academic-year programs of advanced study at the Pushkin Institute in Moscow.

Senior Conference is required of all Russian majors. It is an interdisciplinary seminar offered in the spring semester each year and represents an occasion for joint inquiry into a subject area which goes beyond any one specific discipline. Some recent topics include the Soviet 1920s, the City of St. Petersburg, and the Era of Alexander the Second. Senior comprehensives cover the area of concentration, the senior conference topic, and Russian language competence and are administered in late April.

Students with a distinguished record in the major (an average of 3.5 or higher) are encouraged to consider pursuing honors work in Russian. There are no additional set requirements for honors; interested students should talk with the chairman late in the junior year.

001,002. Elementary Russian The basic grammar is learned with enough vocabulary to enable the student to speak and understand simple Russian and to read simple texts. The course meets five times a week. Credit will not be given for Russian 001 without the completion of Russian 002.

001,002. Elementary Intensive Russian Grammar and vocabulary content similar to non-intensive, but emphasis on active control and proficiency development is greater. The course requires nine hours of work per week (with laboratory and computer work). Credit of 1.5 units per semester will be given upon successful completion of Intensive Russian 002.



HAFFNER

When General Charles C. Haffner proposed a gift to the College in memory of his wife Clarissa Donnelly Haffner '21, President Katharine McBride suggested a language dormitory in the form of a European village which would reinforce Bryn Mawr's long commitment to language study. Designed by I. W. Colburn of Chicago, and completed in 1971, Haffner's three red brick wings open on a common courtyard and dining hall where residents of German, French, Spanish, and Italian houses come together for meals and socializing. Colburn chose simple cubic forms for the building which, with their abstracted towers and asymmetrical siting, give a modern expression to Miss McBride's desire for a "village."

Although construction of Canaday Library required the demolition of the Deanery, long-term residence of President Thomas and later the Alumnae House, Colburn's design for Haffner included a detailed reconstruction of the Dorothy Vernon room from the Deanery, "thus preserving a tincture of Miss Thomas's taste."



003,004. Russian for the Sciences and Humanities First year of a two-year language sequence with primary emphasis on learning to read expository texts. The morphology and structure of the written language are learned along with a vocabulary common to all fields of knowledge. The course meets five times a week.

102,103. Intermediate Russian Continuing grammar study, conversation, and vocabulary building. Readings in Russian classics and contemporary materials. The course meets five times a week.

105. Russian for the Sciences and Humanities A continuation of 004. Advanced grammatical materials and the phraseology of various styles of expository writing are presented. Reading of advanced texts without translation and with maximum comprehension is stressed. The course meets five times a week.

200,201. Advanced Training in the Russian Language Intensive practice in oral self-expression and comprehension based on literary and non-literary sources of Modern Standard Russian. Conducted in Russian. Meets Division III requirement.

202,203. Advanced Reading and Grammar Study of advanced grammar and the development of reading strategies, using both literary and non-literary texts. May be taken for full or for half credit by students enrolled concurrently in Russian 200,201 or Russian 305,306. Meets Division III requirement.

204,205. Russian Literature in Translation A study of Russian literature from its beginning. Readings in representative works in various schools and genres with special emphasis on the nineteenth and twentieth centuries. Meets Division III requirement.

206. Dostoevsky in Translation Extensive readings in the varieties of psychological narrative explored by Dostoevsky with emphasis on close study of the major works with Russian and European contexts. Meets Division III requirement.

207. Tolstoy in Translation Readings of selected fictional and non-fictional works with emphasis on Tolstoy's struggle to adjust experimental and ideological perceptions to reality. Close analysis of texts and study of Tolstoy's Russian and European background. Meets Division III requirement.

254,255. Russian Culture and Civilization This course offers a bilingual approach to the study of Russian culture from its origins to the present. Works of literature, art, and music will be examined in their historical context. Particular emphasis will be devoted to the improvement of oral and written skills. Each course in the sequence may be taken independently. Meets Division IV requirement.

Interdepartmental 277. The Art of Vladimir Nabokov in Translation A study of the "perverse" aesthetics of this Russo-American writer. We will be exposing the hidden plots under the surface of Nabokov's fiction, follow and arbitrate the ongoing contest between the author and his writer-heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. All readings and lectures in English. Meets Division III requirement.

302. Pushkin and His Time A study of Pushkin's lyric and narrative poetry and prose with an emphasis on the innovative nature of Pushkin's experiments with the Romantic tradition. Conducted in Russian.

303. Twentieth-century Russian Literature Close readings of Russian poetry from the Symbolists to the present day. Conducted in Russian.

304. Twentieth-century Russian Literature Close readings in Russian and Soviet prose from Gorky to the present day. Conducted in Russian.

305,306. Advanced Russian: Stylistics and Self Expression Intensive practice in reading, writing, and speaking. Advanced training in syntax and stylistics; study of texts of both literary and general cultural interest. Course may be repeated for credit. Conducted in Russian.

307. Russian Prose and Poetry from Classicism to the Rise of Realism A study of selected works of representative writers from Lomonosov to Gogol. Lectures and readings in Russian.

308. Russian Literature in the Second Half of the Nineteenth Century A study of selected prose writings of major Russian authors of the period. Lectures and readings in Russian.

398-399. Senior Conference The senior conference is intended to supplement course work. Format and topic vary from year to year according to the needs and interests of the students. The work of the conference will be evaluated by examination.

403. Independent Work

See Also:

Economics 206. International Economics Theory and Policy

Economics 225. Developing Economics

Economics 236. Topics in International Trade and Finance

Economics 306. Advanced International Economic Policy

Philosophy 333. Russian Philosophy

Philosophy 334. Marx and Russian Marxism

Haverford College offers the following courses of interest to students in Russian:

Economics 211. The Soviet System

History 244. Russian History

History 245. Russia in the Twentieth Century

History 252. Literature in Social Context

History 356. Topics in Russian History

History 480. Independent Study

SOCIOLOGY

Professors:

Judith R. Porter, Ph.D., *Chairman*

Eugene V. Schneider, Ph.D.

Associate Professor:

Robert E. Washington, Ph.D.

Assistant Professor:

David Karen, Ph.D.

The major in sociology provides a general understanding of the structure and functioning of modern society, its major institutions, groups, and values, and the inter-

relations of these with personality and culture. Students examine contemporary social issues and social problems and the sources of stress and change in modern societies. The department offers opportunity for a variety of empirical work and training in research design, statistical analysis, and computer application, and maintains the Social Science Data Library and Statistical Laboratory.

Requirements for the major are Sociology 102, 103, 265, 302, Senior Seminar (398-399), four additional courses in sociology, and two courses in sociology or an allied subject. Allied courses are chosen from a list provided by the department.

A major in sociology in the field of Afro-American studies and a major in sociology in the field of gender and society are also available. Students electing these fields must fulfill the major requirements (102, 103, 265, 302, and 398-399); the core course in the special field (211 Afro-American Culture and Community or 201 The Study of Gender in Society); two 200-level courses in the department, and two additional courses in sociology or an allied field, each offering opportunity for study in the special field; and one additional 200-level course in sociology. The department will specify the allied courses which may be elected in each field.

Honors in sociology is available to those students who have an average in the major of 3.5 or above and who produce a paper in a departmental course during senior year that is judged outstanding by the department. Independent research is encouraged for any major during the senior year. The A.B./M.A. option is available to qualified majors. Graduate seminars are open to majors pursuing the A.B./M.A. option and to other qualified majors by special permission.

Requirements for the minor are Sociology 102, 265, 302, and three additional courses within the department. Minors in the concentrations of Afro-American studies and gender and society are not available.

The Department of Sociology participates in the interdepartmental concentration in Hispanic and Hispanic American studies and in the interdepartmental major in the Growth and Structure of Cities. Students should inquire about the possibility of coordinated work with Haverford and Swarthmore Colleges and the University of Pennsylvania.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information see the description of Human Development in this catalogue.

To fulfill the Division I requirement entirely in sociology, the student should take Sociology 102 and Sociology 103 *or* Sociology 102 or 103 and one other sociology course. To fill part of the Group I requirement in sociology, the student must take either Sociology 102 or Sociology 103.

102. Society, Culture, and the Individual Analysis of the basic sociological methods, perspectives, and concepts used in the study of society. Emphasis is placed on culture, social structure, personality, their component parts, and their interrelationship in both traditional and industrial societies. The sources of social tension, order, and change are specifically addressed through study of areas such as socialization and personality development, mental illness, delinquency, and modernization. Meets Division I requirement.

103. American Social Structure Analysis of the structure and dynamics of modern American society. The aim is to present a unified picture of American society and to provide a framework within which many particular aspects of American culture, society, social problems, and personality may be analyzed. Meets Division I requirement.

201. The Study of Gender in Society The definition of male and female social roles in contemporary Western culture and sociological approaches to the study of gender in urban industrial societies. Specific attention is given to gender in the econ-

omy and workplace, the historical origins of the American family, and analysis of class and ethnic differences in gender roles. Meets Division I requirement if 102 or 103 also taken.

203. Social Welfare and the Individual and the Environment Social welfare institutions as mediating the arrangements between the individual and the social environment. Three distinct functions of social welfare will be examined: Social control, social change, and the linkage of services and clients. The historical development of social work practice in the United States is also surveyed. Meets Division I requirement if 102 or 103 also taken.

205. Social Inequality An introduction to the major sociological theories that consider gender, racial-ethnic, and class inequality. Particular attention will be paid to the interrelationships among these forms of stratification in the contemporary United States. Emphasis will be placed on the role of the upper class(es), inequality within families, in the workplace, and in the educational system. Meets Division I requirement if 102 or 103 also taken.

206. Women and Public Policy How policies adopted at all levels of government affect the large number of women who live at or below the poverty level; effects of such policies on female-headed families; government policies and women in occupations; differential effect of government policy on minority groups. Meets Division I requirement if 102 or 103 also taken.

207. Nature of Prejudice: Intergroup Relations An examination of cultural, structural, and personality sources of racial and ethnic prejudice. Basic theories of prejudice, attitude change, and the response of minority communities will be illustrated by analysis of racism and anti-semitism in cross-cultural perspective. Comparisons of black-white relations in the United States and South Africa, as well as anti-semitism in the United States and the Soviet Union, receive special attention. The effect of law in racial-ethnic attitudes; sources of change in intergroup relations; and the effect of prejudice on personality, family, and educational processes will also be discussed. Meets Division I requirement if 102 or 103 also taken.

209. Sociology of Religion Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis is placed on the connection between religious systems and secular culture, social structure, social change, secular values, and personality systems in cross-cultural perspective. The theories of Marx, Weber, Durkheim, and Freud, among others, will be applied to analysis of issues such as the effect of religion on economic modernization, political nationalism, and social change and stability, and the effect of social class, secular culture, and personality patterns on religion. Meets Division I requirement if 102 or 103 also taken.

211. Afro-American Culture and Community An examination of the social development and functioning of the Afro-American community as the embodiment of a unique pattern of experiences in American society. The course will focus on a number of issues, including African heritage, racial exclusion, demographic characteristics, and politics. Meets Division I requirement if 102 or 103 also taken.

212. Sociology of Poverty Analysis of the causes and effects of poverty in the United States. Issues covered include trends in poverty (how many and who are poor and changes over time in the poverty population); analysis of the culture of poverty approach; the interrelationship among poverty, the economy, and political system, the family, and educational institutions; and an analysis of government programs for the poor, including current programs. Meets Division I requirement if 102 or 103 also taken.

217. The Family in Social Context The family, household, and kinship in contemporary and traditional societies. Specific topics which are developed include the impact of colonialism and industrialization on family structure, American kinship, and minority group families. Meets Division I requirement if 102 or 103 also taken.

218. Modernization: Problems of Development in Third World Societies An introduction to major theoretical approaches to the socioeconomic problems confronting developing nations of Africa, Asia, and Latin America; theories of modernization; Western, capitalist, socialist, and Japanese problems of modernization; social consequences of colonialization; feudalism and other pre-modern forms of social organization; the problems of urbanization; social class exploitation; rapid population growth and problems of political order. Meets Division I requirement if 102 or 103 also taken.

220. Medical Sociology Analysis of the development, organization, and effects of health-care systems in contemporary United States. Primary focus will be on manifestations of power within the health care delivery system; social organization of the hospital; patient-professional interaction. Other topics include: definitions of illness; economics of health care; social policy; international comparisons. Meets Division I requirement if 102 or 103 also taken.

222. Power in Contemporary American Society An examination of the extent to which the shape and direction of American society can be attributed to the actions of powerful individuals, organizations, groups, classes, and other social formations. This will necessitate a general analysis of power: its forms; its modes of application; relations to force, violence, persuasion, propaganda; its relations to other forms of social control and change. Meets Division I requirements if 102 or 103 also taken.

225. Women in Contemporary Society An examination of how culture and structure affect the roles of women; historic changes in the economy, the family, and other social institutions and the effect of these changes on values and norms regarding women, women's roles, and women's self-conceptions; the changing roles of third world women. Meets Division I requirement if 102 or 103 also taken.

230. Urban Sociology Analysis of urban social structures; the theoretical legacies of classical sociological theory and the Chicago school; demographic and ecological characteristics of American cities; ethnic and racial bases; stratification and political structures; crime and problems of social control; comparative analyses of selected third world cities. Meets Division I requirement if 102 or 103 also taken.

240. Political Sociology An examination of the interrelationships among power, political participation, and social policy in the United States. Major theoretical approaches (pluralist, elite, class) to understanding politics will be considered. Special focus will be placed on the origins and consequences of non-electoral forms of participation, especially on recent social movements: women's movement; students' movement; civil rights movement, and the rise of the new right. Meets Division I requirement if 102 or 103 also taken.

245. Urban Social Problems A survey of major problems in American society as seen by sociologists and social critics; an examination of analytical perspectives for understanding the sources and consequences of American social problems. Topics considered: crime, poverty, drug addiction, racism, urban crises, sexism, health care, and family disorganization. Meets Division I requirement if 102 or 103 also taken.

255. Marginals and Outsiders: The Sociology of Deviance An examination of the phenomena of powerlessness, loss of meaning, estrangement, and inauthenticity, from the standpoint of a variety of theoretical perspectives on the social conditions

giving rise to and resulting from alienation; the manifestations of alienation in deviant behavior and social movements. Meets Division I requirement if 102 or 103 also taken.

258. Sociology of Education Major sociological theories of the relationships between education and society will be considered. Primary focus will be on effects of education on inequality in the United States. Attention will be paid to historical developments of primary, secondary, and post-secondary education in the United States. Other topics include: education and social selection; testing and tracking; micro- and macro-explanations of differences in educational outcomes; international comparisons. Meets Division I requirement if 102 or 103 also taken.

265. Research Design and Statistical Analysis An introduction to the conduct of empirical, especially quantitative, social science inquiry. Students, in consultation with the instructor, will select research problems to which they will apply the research procedures and statistical techniques that are introduced during the course. Using SPSS, a statistical computer package, students will learn to apply, among other techniques, crosstabs analysis, multiple regression-correlation analysis, and factor analysis. Meets Division I requirement if 102 or 103 also taken.

280. The Large-scale Corporation: Structure and Dynamics Focus is on the large-scale industrial corporations in this and other countries; e.g., Japan. Analysis of the major roles in industry (executives, managers, professionals, blue-collar workers), the effect of different technological systems, strains, and conflicts within industries. Examination of major changes: technological changes, product innovations, regional shifts, alterations in labor-management relations, "deindustrialization" and its effects. Alternative systems of production and organization are considered. Meets Division I requirement if 102 or 103 also taken.

302. Social Theory A study of classical and modern theorists selected on the basis of their continuing influence on social thought; among the writers considered are Marx, Weber, Durkheim, Freud, Parson, Goffman.

398. Senior Seminar: Sociological Issues in Society—Sociology of Culture Seminar concentrating on theoretical issues in the sociology of culture. This seminar is required of all senior sociology majors and is open to senior social science majors in other departments by permission of the instructor.

399. Senior Seminar: The Social Context of Individual Behavior Micro-sociological theories such as exchange theory, symbolic interactionism, and ethnomethodology are discussed and contrasted with modern macrosociological traditions. This seminar is required of all senior sociology majors and is open to senior social science majors in other departments by permission of the instructor.

403. Independent Study Students have the opportunity to do individual research projects under the supervision of a faculty member.

Haverford College offers the following courses in sociology. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

155a,b. Foundations of Social Theory

180b. Theory and Action

204a. Comparative Race and Ethnic Relations

207a. Internal Disorder: Deviance and Revolution

237b. Topics in Historical Sociology

251b. Sociology of Crime

252b. Social Change

297b. Economic Sociology

354a. Sociology of Knowledge

SPANISH

Professors:

Willard Fahrenkamp King, Ph.D., *Chairman*

Eleanor Krane Paucker, Ph.D.

Assistant Professor:

Enrique Sacerio-Garí, Ph.D.

Lecturer:

Vilma Manzotti, *Lic. en Let. Mod.*

The major in Spanish offers a program of study in both the language and the literature of Spain and Spanish America. This program is designed to develop linguistic and critical skills as well as to give the student an appreciation of Hispanic culture and civilization.

The introductory literature courses (120, 200, 201, 203) treat a selection of the outstanding works of Spanish and Spanish American literature in various periods and genres. Two second-year courses (204, 206) are devoted to advanced language training and afford practice in spoken and written Spanish. Another second-year course (240) considers the historical development of Hispanic and Hispanic American civilization and its enduring values. Advanced literature courses deal intensively with individual authors or periods of special significance.

Students in all courses are encouraged to make use of the language laboratory and to supplement their course work by study in Spain or Spanish America either in the summer at the *Centro* in Madrid (see page 47) or during their junior year. Residence in the Spanish House for at least one year is advisable.

Requirements in the major subject are the following: Spanish 200, 201, 203; an additional 200-level literature course or Spanish Interdepartmental 240; three courses of advanced work (300-level); and the Senior Conference. Unless specifically exempted by the department, all Spanish majors are also required to take Spanish 206. Students whose pre-college training includes advanced work in literature may, with the permission of the department, substitute two courses of more advanced work for Spanish 200 and 201. Majors are advised to take the Hispanic Studies core course Interdepartmental 240. With the permission of the department and the approval of the dean of the Graduate School of Arts and Sciences, students may be admitted to the graduate courses listed below.

The Department of Spanish participates in the interdepartmental area of concentration in Hispanic and Hispanic American Studies. See page 00. The department also cooperates with the Departments of French and Italian in the Romance Languages major. See page 173.

Independent research and honors are described under Spanish 403. Honors may be awarded for especially distinguished work in this course.

Majors in Spanish may apply for admission into a program of study culminating in the conferral of both an A.B. and an M.A. The details of such a program should be worked out with the chairman of the department in the student's junior year.

Requirements for a minor in Spanish are six courses in Spanish beyond 103-104, at least one of which must be at the 300 level.

The department, in conjunction with the Department of Human Development, offers a certification program in secondary teacher education. For more information, see the description of Human Development in this catalogue.

001, 002. Elementary Spanish Grammar, composition, oral, and aural training; readings on the Spanish and Spanish American background. Credit will not be given for Spanish 001 without completion of Spanish 002. One section of this course is intensive and meets nine hours a week; see semester course list.

103, 104. Intermediate Spanish Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish texts. Credit will not be given for Spanish 103 without completion of Spanish 104.

120. Introduction to Literary Texts Readings from Spanish and Spanish American works of various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar and oral and written expression.

200. Hispanic Literature to 1700 A general view of Spanish history and culture as revealed in outstanding literary works from the Middle Ages through the Baroque. Oral expression and practice in writing are emphasized. Course given some years at Haverford, some years at Bryn Mawr. Meets Division III requirement.

201. Hispanic Literature, 1700 to the Present Spanish history and culture as revealed in outstanding literary works from the Neo-classical period to the present. Oral expression and practice in writing are emphasized. Course given some years at Haverford, some years at Bryn Mawr. Meets Division III requirement.

203. Introduction to Spanish American Literature A survey of Spanish American literature from the colonial period to modern times. Offered alternately at Bryn Mawr and Haverford. Meets Division III requirement.

204. Advanced Language Training and Conversation Practice in various modes of oral expression with review of selected points of grammar. Class will be divided into small groups for discussions. Readings, reports, short compositions.

206. Advanced Language Training and Composition A systematic study of the structure of modern Spanish. Free compositions, creative writing.

211. Borges and the Reader Primary emphasis on Borges and his poetics of reading. Other writers are also considered to illustrate the interrelations among texts, society, and tradition. Instruction in English, texts in English translation. Meets Division III requirement.

220. Romanticism and Realism Poetry and prose from the Romantic revolt to bourgeois Realism: Larra, Espronceda, Galdós, Clarín, and others. Meets Division III requirement.

221. The Generation of 1898 and Modernismo The creation of new styles and new values by José Martí, Rubén Darío, Unamuno, Baroja, and others. Meets Division III requirement.

225. Contemporary Spanish American Poetry The revolution in poetic language since 1920. Major intellectual and regional movements. Special attention to key figures: César Vallejo, Pablo Neruda, Octavio Paz. Meets Division III requirement.

226. Narrative Structure Study of the elements of narrative—point of view, myth, metaphor, sequence, and simultaneity—in a selection of Spanish and Spanish American texts. Meets Division III requirement.

228. The Mexican Novel since the Revolution of 1910 Primary attention is

given to novels by Mariano Azuela, Juan Rulfo, Carlos Fuentes, and others whose work reflects the social and political upheavals of revolutionary Mexico. Meets Division III requirement.

240. Hispanic Culture and Civilization See Interdepartmental 240 Hispanic and Hispanic American Studies. Meets Division IV requirement.

302. Medieval Spanish Literature The Castilian epic, lyric, poetry, and narrative prose from the *Poema del Cid* to Jorge Manrique, with special attention to the intermingling of Arabic, Jewish, and Christian cultures.

303. The Modern Novel in Spain Twentieth-century experiments in the form and language of fiction. Emphasis on the contemporary period. Texts by Unamuno, Cela, Delibes, J. Goytisolo, and others.

305. Modern Poetry in Spain Emphasis on the contemporary period. Texts by García Lorca, Hierro, Blas de Otero, and others.

307. Cervantes Primarily a study of *Don Quixote*, its structural innovations and its synthesis of the conflicting aesthetic and ideological currents of Cervantes' Spain.

308. Spanish Drama of the Golden Age Formal and thematic analysis of four major dramatists of the Spanish national theater: Lope de Vega, Tirso, Alarcón, and Calderón. Reinterpretation and creation of myths, including that of Don Juan.

350. Masters of the Short Story Study of short fiction in Spanish America with special attention to the fantastic and the detective tale: Quiroga, Borges, Carpentier, Rulfo, Cortázar, and Fuentes.

370. Introduction to Hispanic Linguistics The study of the phonological, morphological, and syntactic developments from Latin to Old Spanish through systematic analysis of Old Spanish texts.

397. Hispanic Studies Senior Conference See Interdepartmental 397 Hispanic and Hispanic American Studies.

398. Senior Conference The study of special topics in Hispanic literature chosen by the students in consultation with the faculty, to be evaluated by a written examination in January.

399. Senior Conference Individual conferences between students and the instructor to aid the student in the preparation of a long paper. At the end of the semester each student has a brief oral examination in Spanish consisting of the explanation and interpretation of a text and serving, along with the paper, as the method of evaluation of this conference. With the approval of the department, the student may substitute the Hispanic Studies Senior Conference for the second semester of the Spanish Senior Conference; see below, page 173. The student still takes the oral examination outlined above.

403. Independent Study Independent study is offered to senior students recommended by the department. The work consists of independent reading, conferences, and a long paper. Honors may be awarded for especially distinguished work in this course.

Graduate Courses:

501. Ideological Currents in Renaissance Spain

502. Cervantes: Special Topics

503. Spanish Novel of the Golden Age

504. Modern Drama

505. The Urban Novel in Spain

506. Unamuno, Machado, and Baroja

507. Gaucho Literature

508. Borges and His Precursors

509. The New Latin American Novel

510. Modern Latin American Poetry

Haverford College offers the following courses in Spanish:

205a. Studies in the Spanish American Novel

209a. Contemporary Spanish Theater

211a. Spanish Ballad Literature

306b. The "Novella" and Short Story in Spain

310a. Cortázar

313b. Literature of the Caribbean

315b. Novísima Literatura Hispanoamericana

335b. Spanish Lyric Poetry of the Sixteenth and Seventeenth Centuries

384b. The Essay in Spanish America

INTERDEPARTMENTAL WORK

As new fields of study open up and as old fields change, it becomes necessary for those interested in them to acquire the information and to learn the methods to understand and to work in them, and these may sometimes be quite diverse. In order to provide an opportunity for students to work in these new areas, the faculty has approved the following interdepartmental majors and interdepartmental areas of concentration. Similar kinds of interdepartmental courses are offered at Haverford College under General Programs.

I. INTERDEPARTMENTAL MAJORS

Classical Languages

Major Advisers:

Professor Lang (Greek)

Professor Gaisser (Latin)

The major in classical languages is designed for the student who wishes to divide her time equally between the two languages and literatures.

Requirements: Eleven courses in Greek and Latin, with five in one and six in the other, at least two of which are advanced. Also two courses in ancient history and/or classical archaeology and a Senior Conference in either Greek or Latin. There are three final examinations: Sight translation from Greek to English; sight translation from Latin to English; general history and literature of Greece and Rome.

Classical Studies

Major Advisers:

Professor Lang (Greek)

Professor Gaisser (Latin)

Professor Ridgway (Classical and Near Eastern Archaeology)

The major in classical studies will provide a broad yet individually structured background for students whose interest in the ancient classical world is general, and

who wish to lay the foundation for more specialized work in one or more particular areas.

Requirements: Fourteen courses with at least two in each of the following: ancient history (History 205, 297, 208, 221); ancient philosophy (Philosophy 101, 231, 232); classical archaeology (Classical and Near Eastern Archaeology 101, 102, 205, 206, 209, 216, 301, 302, 306, 324); Greek (all courses except 213 and 215); Latin (all courses except Latin 204 and 206). At least two of the fourteen courses are to be at the advanced level. (Equivalent courses may be taken at Haverford College with the approval of the major advisers.) The final examination in classical studies is on the general field of ancient civilization with emphasis on each individual's special area of concentration.

Romance Languages

Major Advisers:

Professor Armstrong (French)

Professor Dersofi (Italian)

Professor King (Spanish)

The Departments of French, Italian, and Spanish cooperate in offering a major in Romance languages which requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

Requirements: A minimum of nine courses in the first language and literature (if Italian is chosen, only eight courses) and six courses in the second language and literature. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments which complement each other.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration respectively (see departmental listings for course descriptions):

	1st Language and Literature	2nd Language and Literature
I. French	French 101, 102 French 201 or 202 French 203 French 205 French 212 or 260 or 261 two 300-level courses in literature	French 101, 102 French 202 or 203 French 212 or 260 or 261 one 300-level course in literature
II. Italian	Italian 102 or 101 Italian 201 Italian 301 Italian 303 one or two literature courses (two if 102 is chosen) at the 200 or 300 level	Italian 102 or 101 Italian 201 Italian 301 one or two literature courses (two if 102 is chosen) at the 200 or 300 level
III. Spanish	Spanish 200, 201 Spanish 204 or 206 Spanish 200 or 221 Spanish 307 or 302 three literature courses, of which two must be taken at the 300 level.	Spanish 200 or 201 Spanish 204 or 206 Spanish 307 Spanish 302 or 308 one literature course at the 200 or 300 level

Senior Conference: One semester of work in each of the two languages chosen and an oral examination (following the current model in the various departments) in either one of the two languages, according to the student's preference. The Senior Conference in both semesters will include consideration of comparative Romance topics.

Interdepartmental Work: The cooperating departments offer from time to time courses at the 200 or 300 level, conducted in English, on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the twentieth century. Students should be able to read texts in two of the languages in the original.

II. INTERDEPARTMENTAL AREA OF CONCENTRATION

Hispanic and Hispanic American Studies

Major Adviser: Professor King (Spanish)

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America or Spain or both. Its aims are (1) to provide the student, through a formal major in anthropology, history, history of art, history of religion, economics, music, political science, sociology, or Spanish, with a valid means for thorough study of one aspect of Hispanic or Hispanic American culture; (2) to afford an introduction, through the study of allied courses dealing with Spain or Spanish America, to other aspects of the cultural complex; (3) to effect a synthesis of the student's studies through a Senior Conference, in which all students in the program participate, on a broad topic that cuts across all the major areas involved.

Requirements: Competence in Spanish; a major chosen from those listed above; Hispanic Studies 240; at least four courses outside the major department chosen from courses listed below (or from approved courses taken in Spain or Spanish America); in the junior or senior year, a long paper or project dealing with Spain or Spanish America; the Senior Conference in Hispanic and Hispanic American Studies, which may replace one semester of the senior conference in the major department. (In effect, the student supplements a major in one of the departments listed above with a concentration in Hispanic or Hispanic American studies.) Students should consult their advisers no later than the sophomore year in order to select courses which complement each other.

240. Hispanic Culture and Civilization A brief survey of the political, social, and cultural history of Spain and Spanish America, concentration on the emergence of specifically Hispanic values and modes of life. Major topics: spread of the Spanish Empire, Spanish American independence, racial and ethnic conflict, current social and economic problems, Spanish America's recent attempts to define its own identity. Meets Division IV requirement.

397. Senior Conference Topics for study chosen each year after consultation between students and faculty. This conference replaces, if the student so chooses, one of the Senior Conferences in the major subject.

Courses: Anthropology 101, 102, 235, 260, 307, 308, 313, 333, 335; Economics 206, 212, 225, 232; Growth and Structure of Cities 227; History 203, 210, 211, 217, Haverford 235, 308, 312, Haverford 355a, 368; History of Art 240, 241, 340; History of Religion 105, 300; Interdepartmental 310, 315, 369; Political Science Haverford 206, 208, 318, Haverford 335; Religion (at Haverford) 210, 290; Sociology 102, 218, 230, 245; Spanish—any course in Spanish (including those given at the *Centro de Estudios Hispánicos* in Madrid) except 001, 002, 103, 104.

III. INTERDEPARTMENTAL COURSES

Certain courses cut across a number of disciplines and emphasize relationships among them. Sometimes these courses are taught by two or more faculty members from different departments working in close cooperation. Many interdepartmental courses are open to all students without prerequisite. For students well into their major subjects, advanced interdepartmental courses provide an opportunity to apply their specific training to broader problems and to benefit from the experience of seeing their own subject from various points of view. Interdepartmental courses are listed and described under each of the departments that sponsor them. Courses dealing with literature in translation are listed under the appropriate language departments. Linguistic courses are listed under anthropology.

IV. GENERAL STUDIES

Certain courses cut across a number of disciplines and emphasize relationships among them. Sometimes these courses are taught by two or more faculty members to advanced levels. Other courses are one of a kind and stand alone. General Studies courses may be offered one time only by visiting faculty members or may be offered on a regular basis. Those that are offered regularly are listed below.

110, 111. Introduction to Computing An introduction to the concepts of computing; algorithms, data structures and computing devices, including a complete development of a major computing language (110 Pascal, 111 Fortran, depending on the semester selected). Problem solving, algorithms for efficient searching and sorting of data, and the data structures which most appropriately accompany them; comparison of computer algorithms and data structures with their non-automatic analogs (e.g., library card catalog); elementary topics in computer graphics. The course is suitable for students in all majors at all levels; no prior experience with computers is required, and only secondary-school mathematics is expected.

207. Computer Operating Systems and "C" Consent of the instructor required. Introduction to "C" language, algorithms, and to operating systems; processes; concurrent processes and processor management; storage management; system performance, and case studies including MPE, UNIX, and CPM.

260. Computer Graphics Five areas in computer graphics: Commercial graphics "packages," graphical primitives, graphical algorithms, three-dimensional computer graphics, and computer cartography. The principal purpose is to deal with data structures and algorithms whose effectiveness and efficiency can be *seen* because they are graphical.

262. Computer Networks with Lab Applications An introduction to computer communications and networking, with particular emphasis on applications to control of and data acquisition from laboratory research apparatus as preparation for work in a modern research or industrial laboratory.

V. WOMEN'S STUDIES

The following courses focus on women in history, literature, or society and some are taught from a feminist perspective. Entering students interested in women's studies usually begin by enrolling in one of the many sections of English 015-016 which center on books by and/or about women. In the sophomore year, students are advised to choose women's courses with wide-ranging curricula so that, by the end of that year, they may best decide upon declaring a major in history with a concentration in women's history, in sociology with a concentration in gender and society, or in women's studies, through the independent majors program.

- Anthropology 106. Sex, Culture, and Society
- Anthropology 250. Oceania: Topics in Melanesian Ethnography
- Anthropology 253. Africa: Sub-Saharan Ethnology
- Anthropology 260. Native Cultures of South America
- Anthropology 340. Psychological Anthropology
- Anthropology 350. The Anthropology of Gender
- Economics 208. Labor Economics
- Economics 223a. History of Inequality and Work in the United States (at Haverford)
- English 247. The Eighteenth-century English Novel
- English 258. The Nineteenth-century English Novel
- English 277. Contemporary Fiction
- English 278. Contemporary Poetry
- English 284. Giving Eurydice a Voice
- English 358, 359. Women of Talents
- English 383. The Novel and Society
- English 268b. Contemporary Women Writers (at Haverford)
- French/History 246. Women in the Middle Ages
- French 315. Women Writers: George Sand, Colette, Simone de Beauvoir
- French 352. La Vision de la femme dans la littérature française
- Greek 217. The Greek Erotic Tradition
- History 247, 248. Germany 1815 to the Present
- History 394. Women's Labors: England 1830-1880
- History 281b. Women Writing, Women Working (at Haverford)
- History of Art 302. Methodological and Critical Approaches to Art History
- History of Religion 237. Evolving Roles of Women in Judaism
- Human Development 202. The Social Foundations of Education
- Human Development 204. History and Philosophy of Education
- Human Development 207. Adolescent Development
- Italian 201. Novel and Poetry of Modern Italy
- Italian 208. Petrarca and Boccaccio in Translation
- Italian 303. Petrarca and Boccaccio
- Philosophy 240. Feminism and Human Nature
- Psychology 206. Developmental Psychology
- Psychology 210. Theories of Personality
- Religion 231a. Women in Early Christianity (at Haverford)
- Russian 303. Twentieth-century Russian Literature
- Sociology 201. The Study of Gender in Society
- Sociology 205. Social Inequality

- Sociology 206. Women and Public Policy**
- Sociology 212. Sociology of Poverty**
- Sociology 217. The Family in Social Context**
- Sociology 225. Women in Contemporary Society**

VI. RACIAL/ETHNIC STUDIES

Concentrations in racial/ethnic studies are available in history, sociology, or through the independent majors program. Interested students may contact Dean Nancy Woodruff or the chairman of the appropriate department.

The following courses are a partial list of the ones which consider racial/ethnic issues:

- Anthropology 101, 102. Introduction to Anthropology**
- Anthropology 103. Afro-American Heritage**
- Anthropology 211. Afro-American Culture and Community**
- Anthropology 218. Conflict and Conflict Management: A Cross-Cultural Approach**
- Anthropology 250. Oceania: Topics in Melanesian Ethnography**
- Anthropology 253. Africa: Sub-Saharan Ethnology**
- Anthropology 260. Native Cultures of South America**
- Anthropology 330. Comparative Hunters and Gatherers**
- Anthropology 234a. History and Sociology of Colonialism (at Haverford)**
- Anthropology 234b. The Inventions of Africa (at Haverford)**
- Archaeology 213. Egyptian Archaeology**
- Archaeology 216. Hittite Archaeology**
- Archaeology 221. History of the Ancient Near East**
- Economics 206. International Economics**
- Economics 208. Labor Economics**
- Economics 225. Developing Economies**
- Economics 215. Urban Economics (at Haverford)**
- Economics 223a. History of Inequality and Work in the United States (at Haverford)**
- Economics 228b. Economics of United States' Third World Peoples**
- English 279. Modern African Fiction**
- English 261a, 261b. Afro-American Literature**
- Growth and Structure of Cities 240. Urbanism and Urbanization in Developing Countries**
- Growth and Structure of Cities 303. The Growth and Spatial Organization of American Cities**
- History 111, 112. Western Civilization**
- History 200. History of Three Worlds: Europe, Africa, and America**
- History 215, 216. The Middle East**

- History 221. The Ancient Near East
- History 235, 236. African History
- History 243. Slave Societies in the New World
- History 333. Topics in African American History
- History 243. Afro-American Intellectual History (at Haverford)
- History 261. History of East Asia (at Haverford)
- History 343a. Topics in Afro-American Intellectual History (at Haverford)
- History 347b. Topics in East Asian History (at Haverford)
- Philosophy 234. African American Philosophy (at Haverford)
- Philosophy 235. African Philosophy (at Haverford)
- Political Science 208. Introduction to International Politics
- Political Science 303. Problems in International Politics
- Political Science 316. The Politics of Race and Ethnicity
- Political Science 398. Equality
- Political Science 398. International Relations
- Political Science 132. Comparative Politics of the Third World (at Haverford)
- Political Science 236. African Politics in World Perspective (at Haverford)
- Political Science 238. Latin American Politics (at Haverford)
- Political Science 245. International Political Systems (at Haverford)
- Political Science 246. International Organization (at Haverford)
- Political Science 346. Topics in International Politics (at Haverford)
- Religion 200a. Introduction to Tibetan Buddhism (at Haverford)
- Religion 210a. Islam (at Haverford)
- Religion 225b. Religions of the East (at Haverford)
- Religion 250b. Muhammad (at Haverford)
- Religion 251b. Islamic Literature (at Haverford)
- Religion 265a. African Christianity (at Haverford)
- Religion 267. Sufism (at Haverford)
- Religion 285a. Cultural Identity in Third World Literature (at Haverford)
- Religion 348a. Seminar in Comparative Mysticism (at Haverford)
- Religion 375b. Islamic Philosophy and Theology (at Haverford)
- Sociology 205. Social Inequality
- Sociology 206. Women and Public Policy
- Sociology 207. Nature of Prejudice: Intergroup Relations
- Sociology 212. Sociology of Poverty
- Sociology 217. The Family in Social Context
- Sociology 218. Modernization: Problems of Development in Third World Societies
- Sociology 225. Women in Contemporary Society: Third World Women

- Sociology 230. Urban Sociology
Sociology 240. Political Sociology
Sociology 245. Urban Social Problems
Sociology 255. Marginals and Outsiders: The Sociology of Deviance
Sociology 258. Sociology of Education
Sociology 204a. Comparative Race and Ethnic Relations (at Haverford)
Sociology 207a. Internal Disorder: Deviance and Revolution (at Haverford)
Sociology 251b. Sociology of Crime (at Haverford)
Sociology 252b. Social Change (at Haverford)
Sociology 297b. Economic Sociology (at Haverford)
Spanish 200. Hispanic Literature to 1700
Spanish 201. Hispanic Literature—1700 to the Present
Spanish 203. Introduction to Spanish American Literature
Spanish 225. Contemporary Spanish American Poetry
Spanish 228. The Mexican Novel since the Revolution of 1910
Spanish 240. Hispanic Culture and Civilization
Spanish 303. The Modern Novel in Spain
Spanish 305. Modern Poetry in Spain
Spanish 205a. Studies in the Spanish American Novel (at Haverford)
Spanish 209a. Contemporary Spanish Theatre (at Haverford)
Spanish 211a. Spanish Ballard Literature (at Haverford)
Spanish 306b. The “Novella” and Short Story in Spain (at Haverford)
Spanish 313b. Literature of the Caribbean (at Haverford)
Spanish 384b. The Essay in Spanish America (at Haverford)

PHYSICAL EDUCATION

Director:

Jenepher P. Shillingford, M.Ed.

Associate Director:

Lee Wallington, B.S. Ed.

Dance Lecturer:

Linda Caruso-Haviland, M.Ed.

Instructors:

Cynthia L. Hooper, B.S.

John Kalohn, M.Ed.

Lisa Novick, B.S.

The Department of Physical Education offers intercollegiate experience in eight sports and four clubs and a broad instructional program, all based on the wellness concept. In order to meet student needs, the program has the following objectives: (1) to develop responsibility for one's lifestyle; (2) to provide opportunities for devel-

oping skills promoting fitness, nutrition and weight control, and stress management; (3) to provide incentive for all students to find some physical activity from which they may develop skill and derive pleasure; (4) to provide a change of pace and concentration from an exacting academic environment.

Bryn Mawr College believes that physical education and competition are integral parts of a liberal arts education and requires completion of eight terms (four semesters) of physical education and the successful completion of a swimming test.

The philosophy of physical education at Bryn Mawr reflects the wellness concept and attempts to develop a personal responsibility for one's lifestyle. Initiated in 1982, the program revolves around the areas of nutrition and weight control, stress management, and fitness. Sponsored jointly by the Department of Physical Education, Bryn Mawr Food Service, and the Health Service, the curriculum includes a semester-long course for freshman, goal setting sessions, lectures, nutritional computer studies, and a variety of special events.

A swimming test for survival swimming is administered to new students at the beginning of the year. The test includes jumping or diving into deep water, a ten-minute swim demonstrating at least two strokes, treading, and floating.

Transfer students must have their previous physical education experience reviewed by the director of physical education. Students with special problems should consult the director of physical education.

The instructional offerings in physical education include:

Fall: aerobic dance, advanced lifesaving, ballet, cycling, diving, field hockey, jogging, modern dance, jazz dance, Nautilus, personal fitness, riding, soccer, sports medicine, swimming, tennis, volleyball, and wellness

Winter: aerobic dance, advanced lifesaving, badminton, ballet, basketball, children's games, fencing, folk dance, gymnastics, jogging, modern dance, movement education, Nautilus, social dance, sports medicine, volleyball, water safety instructorship, stretchercise, wellness, personal fitness

Spring: aerobic dance, archery, ballet, cycling, jogging, lacrosse, modern dance, Nautilus, riding, sports medicine, swimming, tennis, volleyball, wellness, personal fitness

Varsity team experiences at Bryn Mawr include field hockey, lacrosse, basketball, swimming and diving, badminton, volleyball, tennis, and soccer. Club team experiences are available in cross country, track, riding, and gymnastics. A modern dance performance club is offered during the winter and spring terms.

In addition, students may take courses at Haverford College. These courses include body building, first aid and personal safety, golf, handball-paddleball, intramural sports, karate, running techniques, badminton, squash, and yoga. The Department of Physical Education at Bryn Mawr and the Haverford Department of Athletics allow students to choose activities on either campus to fulfill their requirements.

SCHOLARSHIP FUNDS AND PRIZES

The scholarships and prizes listed below have been made available to able and deserving students through the generosity of alumnae/i and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae/i and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship program is the largest single contributor to Bryn Mawr's scholarship awards. Bryn Mawr is the only college with an alumnae-based scholarship program independent of, yet coordinated with, the College's own financial aid program. The alumnae raise funds, interview candidates requesting and needing aid, and choose their scholars from among the applicants who demonstrate financial need. An Alumnae Regional Scholarship carries with it special significance as an award for both academic and personal excellence.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement finalists who have indicated that Bryn Mawr is their first choice among institutions will be referred to the College for consideration for this award.

Scholarship Funds

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. It is for undergraduate scholarships with preference being given to students from Ohio. (1967)

The Warren Akin IV Scholarship Fund was established by gifts from Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) of Warren Akin IV, M.A., 1971, Ph.D., 1975. The fund is to be used for Bryn Mawr students, with preference given to graduate students in English. (1984)

The Alumnae Bequest Scholarship Fund was established by bequests received for scholarships from alumnae of the College. (1965)

Alumnae Regional Scholarships are available to students in all parts of the United States and Canada. These scholarships, raised by alumnae, vary in amount and may be renewed each year. The awards are made by local alumnae committees. Holders of these scholarships who maintain a high standard of academic work and conduct, and who continue to need financial aid after the freshman year, are assured assistance either from alumnae committees in their districts or from the College. (1922)

The Marion Louise Ament Scholarship Fund was established by bequest of Berkley Neustadt in honor of his daughter Marion Louise Ament of the Class of 1944. (1966)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews of the Class of 1893. The income from this fund is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day which was first held in 1900. (1963)

The Constance M.K. Applebee Scholarship Fund was established by a bequest under the will of Constance M.K. Applebee, a former director of Physical Education at Bryn Mawr. Preference is to be given to students in physical education classes. (1981)

Note: The dates in parentheses in the listings on this and the following pages indicate the year the scholarship was established.

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley of the Class of 1910 and increased by bequest of Edith Heyward Ashley of the Class of 1905. The income is to be awarded as scholarships to undergraduate students majoring in history or English. (1963)

The Elizabeth Congdon Barron Scholarship Fund. In 1960, by Mrs. Barron's bequest, the Elizabeth Congdon Barron Fund was established "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the fund was increased and the Elizabeth Congdon Barron Scholarship Fund was established. (1964)

The Beekey Scholarship Fund was established by Lois E. Beekey, Class of 1955, Sara Beekey Pfaffenroth, Class of 1963, and Mrs. Cyrus E. Beekey. The income is awarded annually to a student majoring in a modern foreign language or in English. (1985)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts from Mrs. Henry P. Bigelow in memory of her daughter, Elizabeth P. Bigelow, who was graduated *cum laude* in 1930. (1960)

The Star K. Bloom and Estan J. Bloom Scholarship Fund was established by a gift from Star K. Bloom of the Class of 1960 and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with preference being given to residents of Alabama. (1976)

The *Book Shop Scholarships* are awarded annually from the income from the Book Shop Fund. (1947)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel Norris of the Class of 1905, B.A. 1906, M.S. 1911, in memory of Bertha Norris Bowen, who was for many years a teacher in Philadelphia. (1971)

The James W. Broughton and Emma Hendricks Broughton Scholarship Fund was established by a bequest from the estate of Mildred Hendricks Broughton of the Class of 1939 in honor of her parents. The students selected for such financial aid shall be from the midwestern part of the United States. (1972)

The Hannah Brusstar Memorial was established by a bequest from the estate of Margaret E. Brusstar of the Class of 1903. The income from the fund is to be awarded annually to an undergraduate student who shows unusual ability in mathematics. (1976)

The Bryn Mawr Alumnae Physicians Fund for Premedical Students was established under the sponsorship of two alumnae directors of the College. The income from this fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1975)

Bryn Mawr at the Tenth Decade. A pooled fund was established in the course of the Tenth Decade Campaign for those who wished to contribute to endowment for undergraduate student aid. (1973)

The Jacob Fussell Byrnes and Mary Byrnes Fund was established in memory of her mother and father by a bequest under the will of Esther Fussell Byrnes. (1948)

The Sophia Sonne Campbell Scholarship Fund was established by a bequest of Sophia Sonne Campbell, Class of 1951. (1973)

The Mariam Coffin Canaday Scholarship Fund was established by a gift from the Ward M. And Mariam C. Canaday Educational and Charitable Trust. The income from



BERN SCHWARTZ GYMNASIUM

Architect Daniel Tully of Massachusetts designed the new Bern Schwartz Gymnasium, constructed to meet the growing interest in athletics among Bryn Mawr's students. Tully's successful designs for sports complexes at Brown, Amherst, and Vassar prepared him to tackle the athletic needs of Bryn Mawr women. Assembled on site from pre-fabricated concrete sections and opened in October 1983, the 50,000 square-foot complex contains an eight-lane swimming pool with diving well, a weight room, locker rooms for students and faculty, indoor tennis, badminton, and basketball courts, and a dance studio, as well as offices for the trainers and athletics staff.

Tully's patented interior and exterior roof line is constructed of a series of double-curved saddle-shaped shells of laminated Douglas Fir plywood and Southern Pine boards that provide an interesting visual pattern and a warm atmosphere. From the outside, the roof resembles a series of triangular planes joined in peaks and valleys. Both cost and energy efficient, the facility offers a wide range of recreational and competitive athletic programs to Bryn Mawr students, faculty, and staff, and has hosted several major intercollegiate tournaments since its opening.



this fund is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift from Janet Thornton of the Class of 1905 in memory of her friend Antoinette Cannon of the Class of 1907. (1963)

The Jeanette Peabody Cannon Memorial Scholarship Fund was established in memory of Jeanette Peabody Cannon, Class of 1919, through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for twenty years. The scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, resident in New England, who needs financial assistance. The scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962 the fund was increased by a generous gift from Mrs. Donald Wing of New Haven. (1949)

The Susan Shober Carey Award was founded in memory of Susan Shober Carey by gifts from the Class of 1925 and is awarded annually by the president. (1931)

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child of the Class of 1905. The income from this fund is to be used for the residence fees of students who without such assistance would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1958)

The Augusta D. Childs Scholarship Fund was established by bequest from the estate of Augusta D. Childs. (1970)

The Jacob Orie and Elizabeth S.M. Clarke Memorial Scholarship was established by bequest from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by a gift on the occasion of the fiftieth reunion of the class. The income from this fund is to be awarded annually to a member of the freshman, sophomore, or junior class for use in the sophomore, junior, or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can continue to contribute. (1972)

The Class of 1943 Scholarship Fund was established by gifts from the James H. and Alice I. Goulder Foundation Inc. of which Alice Ireman Goulder of the Class of 1943 and her husband are officers. Members of the Class of 1943 and others add to the fund which continues to grow, and it is hoped that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

The 1967 College Bowl Scholarship Fund of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl television program. The scholarship grants were donated by the General Electric Company and by *Seventeen Magazine* and supplemented by gifts from the directors of the College. The members of the team were Ashley Doherty (Class of 1971), Ruth Gais (Class of 1968), Robin Johnson (Class of 1969), and Diane Ostheim (Class of 1969). Income from this fund is awarded to an entering freshman in need of assistance. (1968)

The Julia Cope Collins Scholarship was established by bequest from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund was established by Agnes Frances Perkins of the Class of 1898 in honor of her sister, Alice Perkins Coville. (1948)

The Regina Katharine Crandall Scholarship was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund is awarded to a sophomore, junior, or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Louise Hodges Crenshaw Memorial Scholarship Fund. The Army Emergency Relief Board of Managers approved a gift of \$10,000 representing a part of a bequest to them from Evelyn Hodges, Mrs. Crenshaw's sister. The income is to be used to provide scholarships for dependent children of Army members meeting AER eligibility requirements. (1978)

The Annie Lawrie Fabens Crozier Scholarship Fund was established by a gift from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier of the Class of 1951. The scholarship is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Memorial Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. (1968)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund was established by bequest of Dr. and Mrs. Dodd. (1953)

The Dolphin Scholarship is a full-tuition, four-year scholarship for an outstanding student from the New York City public schools, made possible by an anonymous donor. (1984)

The Abby Slade Brayton Durfee Scholarship Fund was founded in honor of his wife by bequest of Randall N. Durfee. Mrs. Charles Bennett Brown of the Class of 1930 and Randall N. Durfee, Jr. have added to the fund. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

The Ida L. Edlin Scholarship Fund was established by a bequest from the estate of Ida H. Edlin. The income is to be used for scholarships for deserving students in fine arts or humanities. (1976)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Funds were established by a bequest of Rebecca Winsor Evans and Ellen Winsor for resident black students. (1959)

The Marguerite N. Farley Scholarship Fund was established by a bequest of Marguerite N. Farley with preference to be given to foreign students. (1956)

The Helen Feldman Scholarship Fund was established by the Class of 1968 at their graduation and friends of Helen Feldman, Class of 1968. The income from this fund is to be used to support summer study in the Soviet Union. (1968)

The Frances C. Ferris Scholarship Fund was established by a bequest from the estate of Frances C. Ferris. The income from this fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

The Anne Long Flanagan Scholarship was established by a gift from Anne Long Flanagan of the Class of 1906 on the occasion of the fifty-fifth reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Reginald S. and Julia W. Fleet Foundation Scholarship Fund was established by gifts from the Reginald S. and Julia W. Fleet Foundation. (1974)

The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund was established by a gift from the Fohs Foundation. (1965)

The Folly Ranch Fund was established by an anonymous gift, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman, Class of 1921; Clarissa Donnelley Haffner, Class of 1921; Elizabeth P. Taylor, Class of 1921; and Jean T. Palmer, Class of 1924. (1974)

The William Franklin Scholarship Fund was established by a bequest from Susan B. Franklin of the Class of 1889. The income from this fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund was established from his estate by Anne Funkhouser Francis of the Class of 1933. Awards may vary in amount up to full tuition and be tenable for four years, preference being given first to residents of southwest Virginia; thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Scholarship for students majoring in English has been funded by the Warwick Foundation since 1967 and currently is in the amount of \$2,000 per year. In addition, from the fortieth reunion gift from Helen Hartman Gemmill of the Class of 1938, the amount of \$1,600 is awarded annually. (1967)

The Edith Rockwell Hall Scholarship Fund was established by a bequest from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall of the Class of 1892. (1977)

The Anna Hallowell Memorial Scholarship was founded in memory of Anna Hallowell by her family. The income is awarded annually to the junior in need of aid who has the highest academic record. (1912)

The Alice Ferree Hayt Memorial Prize was established by a bequest from the estate of Effie Todd Hayt in memory of her daughter Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for her or their personal use. (1977)

The Nora Healy Scholarship Fund was established by friends and family in memory of Nora M. Healy, mother of Margaret M. Healy, Ph.D., 1969, and Nora T. Healy, M.S.S., 1973. The fund gives preference to students in the Graduate School of Arts and Sciences or the Graduate School of Social Work and Social Research. (1984)

The Katharine Hepburn Scholarship, value \$1,000, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn to a student interested in the study of drama and motion picture and in the cultivation of English diction and literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn of the Class of 1900. The income on this fund is awarded for the junior or senior year to a student or students who have demonstrated both ability in her or their chosen field and independence of mind and spirit. (1958)

The George Bates Hopkins Memorial Scholarships were founded by a gift from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of music and, in default of these, to students majoring in history and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund is used for aid to sophomores. (1901)

The Leila Houghteling Memorial Scholarship Fund was founded in memory of Leila Houghteling of the Class of 1911 by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarship and Loan Fund Committee to a member of the freshman class and is held during the remaining three years of her college course. (1929)

The Shippen Huidekoper Scholarship Fund was established by an anonymous gift. The income is awarded annually on the nomination of the president. (1936)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by a bequest under the will of Evelyn Ramsey Hunt of the Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award, in so far as possible, to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest under the will of Jennie E. Ireson, her daughter. The income on units of this fund is awarded. (1959)

The Alice Day Jackson Scholarship Fund was given by the late Percy Jackson in memory of his wife, Alice Day Jackson of the Class of 1902. The income from this fund is awarded annually to an entering student. (1930).

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by gifts in memory of Elizabeth Bethune Higginson Jackson of the Class of 1897 by members of her family and friends. The income from the fund is to be used for scholarships for undergraduate students as determined by the College Scholarship Committee. (1974)

The Henrietta C. Jennings Scholarship Fund was established with remainder interest of a Living Income Agreement provided by Henrietta C. Jennings. (1984)

The Anne Cutting Jones and Edith Melcher Scholarship Fund was established by a bequest of Anne Cutting Jones and Edith Melcher for a student in the Department of French. (1971)

The Sue Mead Kaiser Scholarship Fund was established by the alumnae of the Bryn Mawr Club of Northern California and other individuals in memory of Sue Mead Kaiser of the Class of 1931. (1974)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch of the Class of 1924. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest by Alice Lovell Kellogg of the Class of 1903. (1965)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest of George W. Kendrick, Jr., in memory of his wife. It is awarded every four years to a candidate nominated by the Alumnae Association of the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich of the Class of 1905, in memory of her mother. The income is awarded to an entering student from New England on the basis of merit and financial need. (1947)

The Mary Anna Longstreth Memorial Scholarship was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1912)

The Lorenz-Showers Scholarship Fund was established by Justina Lorenz Showers of the Class of 1907, in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and of her husband, John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts in memory of Alice Low Lowry, Class of 1938, by members of her family and friends. The income is to be used for scholarships for undergraduate and graduate students. (1968)

The Katherine Mali Scholarship Fund was established by a bequest of Katherine Mali, Class of 1923, for undergraduate scholarships. (1980)

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift made by Gwen Davis Mitchell, Class of 1954. It has been added to by others in honor of Miss McBride. (1970)

The Gertrude Howard McCormick Scholarship Fund was established by gift of the late Gertrude Howard McCormick. The scholarship, value \$1,000, is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior, and senior years. (1950)

The Mary McLean and Ellen A. Murter Memorial Fund was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. The income is used for an annual scholarship. (1933)

The Midwest Scholarship Endowment Fund was established by alumnae from District VII in order "to enlarge the benefits which can be provided for able students from the midwest." The income from this fund is to be awarded in the same manner as regional scholarships. (1974)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of Beatrice Miller Ullrich of the Class of 1913. (1969)

The Jesse S. Moore Foundation Fund was established by Caroline Moore, Class of 1956, for post-college women with financial need who have matriculated at Bryn Mawr from the Special Students Program. (1982)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund was established by the Class of 1904 in memory of their classmates Constance Lewis and Martha Rockwell Moorhouse. (1920)

The Margaret B. Morison Scholarship Fund was established by a bequest of Margaret B. Morison, Class of 1907. The fund gives preference to graduates of the Bryn Mawr School in Baltimore, Maryland. (1981)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Scholarship Fund was established by members of their families in memory of Evelyn Flower Morris of the Class of 1903 and Jacqueline Pascal Morris of the Class of 1908. (1958)

The Jean Brunn Mungall 1944 Memorial Scholarship Fund was established by the Class of 1944 in memory of Jean Mungall and other deceased classmates. (1959)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy from the estate of Adelaide W. Neall of the Class of 1906 in memory of her parents. (1957)

The New Hampshire Scholarship Fund was established by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds is awarded each year to an undergraduate from New Hampshire on the recommendation of the New England Regional Scholarship Committee. (1964)

The Alice F. Newkirk Scholarship Fund was founded by bequest of Alice F. Newkirk, graduate student in 1910-1912 and 1919-1920. (1965)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen, Class of 1943. The fund gives unrestricted scholarships to undergraduate students. (1985)

The Mary Frances Nunns Scholarship Fund was established by a bequest under the will of Mary Frances Nunns. (1960)

The Pacific Northwest Student Aid Endowment Fund was established by a gift from Natalie Bell Brown of the Class of 1943. Preference is given to students from the Pacific Northwest. (1976)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer, of the Class of 1924. (1954)

The Margaret Tyler Paul Scholarship was established by the fortieth reunion gift from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1942)

The Delia Avery Perkins Scholarship was established by bequest from Delia Avery Perkins of the Class of 1900. Mrs. Perkins was chairman of the New Jersey Scholarship Committee for a number of years. The income on this fund is to be awarded to freshman students from Northern New Jersey. (1965)

The Mary DeWitt Pettit Scholarship Fund was established by a gift from the Class of 1928 to honor their classmate and is used for student scholarship aid. (1978)

The Ethel C. Pfaff Scholarship Fund was established by a bequest from Ethel C. Pfaff of the Class of 1904. The income from this fund is to be awarded to entering freshmen. (1967)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest by Louise Hyman Pollak of the Class of 1908. The income from this fund, which has been supplemented by gifts from the late Julian A. Pollak and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

The Porter Scholarship Fund was established by Carol Porter Carter, Class of 1960, and her mother, Mrs. Paul W. Porter. The fund supports a returning student by providing funds for books or living expenses. (1985)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift in memory of Anna Powers of the Class of 1890 by her sister, Mrs. Charles Merrill Hough. The fund has been re-established in memory of both Anna Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith of the Class of 1925. (1919)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Princeton Book Sale Scholarship was established by the alumnae of the Bryn Mawr Club of Princeton. The income from the fund is to be used for scholarships for students chosen by the College Scholarship Committee. (1974)

The James E. Rhoads Memorial Scholarships were founded in memory of the first president of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. The income is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr for at least three semesters, has done excellent work, and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at the College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

The Amelia Richards Scholarship was founded in memory of Amelia Richards of the Class of 1918 by bequest of her mother, Mrs. Lucy P. Wilson. It is awarded annually by the trustees on the nomination of the president. (1921)

The Ida E. Richardson, Alice H. Richardson, and Edward P. Langley Scholarship Fund was established by bequest under the will of Edward P. Langley. (1969)

The Maximilian and Reba E. Richter Scholarship Fund was established by bequest of Max Richter, father of Helen Richter Elser of the Class of 1913. The income from this fund is to be used to provide assistance for one or more students in the obtaining of either an academic or professional degree. The fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of repayment shall be exacted but it is hoped that students so benefited will desire when possible to contribute to the fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in the City of New York. (1961)

The Nancy Perry Robinson Memorial Scholarship Fund was established by a gift from Mrs. Huston B. Almond, of Philadelphia, in memory of her godchild, Nancy Perry Robinson, of the Class of 1945. The income of the fund is to be awarded annually to an undergraduate student, with preference being given to a student majoring in French. (1973)

The Marie L. Rose Huguenot Scholarship. \$1,000 a year is available to students of Huguenot ancestry nominated by the College for award by The Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage of the Class of 1922 by her friends. It is awarded to a member of the junior class who shows great distinction of scholarship and character. This scholarship may be renewed in the senior year. (1951)

The J. Henry Scattergood Scholarship Fund was established by a gift from the Friends' Freedmen's Association to be used for undergraduate scholarships for black students. (1975)

The Constance Schaar Scholarship Fund was established by the parents and friends of Constance Schaar of the Class of 1963. The Class of 1963 added their first reunion gift to this fund. (1964)

The Scholarship Endowment Fund was established by a gift from Constance E. Flint. (1970)

The Zella Boynton Selden Scholarship Fund was established in memory of Zella B. Selden, Class of 1920, in recognition of her many years of devoted work with the New York and Southern Connecticut Regional Scholarship Committee. (1976)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig of the Class of 1957 by members of her family, classmates, and friends. In 1970

the fund was increased by a further gift from her parents, Dr. and Mrs. Herman S. Harris. (1968)

The Mary Williams Sherman Memorial Scholarship Fund was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of France Simpson Pfahler of the Class of 1906 by Justice Alexander Simpson, Jr. One scholarship is awarded each year to a member of the entering freshman class. In awarding these scholarships preference is given first to residents of Philadelphia and Montgomery Counties, who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents of other counties of Pennsylvania and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. (1912)

The Lillian Seidler Slaff Scholarship Fund was established in memory of Lillian Seidler Slaff, Class of 1940, to provide an award to a member of the junior class for outstanding work in the social sciences. (1980)

The Gertrude Slaughter Scholarship Fund was established by bequest of Gertrude Taylor Slaughter of the Class of 1893. The income on this fund is to be awarded preferably to students of Greek or Latin. (1964)

The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income is awarded annually to students majoring in Philosophy or Psychology. (1942)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest from Helen C. Sowden. (1957)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart of the Class of 1902 by her family and friends. The income is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of the Stevens School in Germantown. The scholarship is awarded annually to a junior. (1897)

The Anna Lord Strauss Scholarship and Fellowship Fund was established by a gift from Anna Lord Strauss to support graduate and undergraduate students who are interested in fields leading to public service or which involve education in the process of government. (1976)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship for the study of archaeology was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students. (1950)

The Elizabeth P. Taylor Scholarship Fund was established by a bequest from Elizabeth P. Taylor of the Class of 1921. (1960)

The Marion B. Tinaglia Scholarship Fund was established by a gift from John C. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia, Class of 1945. (1983)

The Kate Wendell Townsend Memorial Scholarship was established by a bequest from Katharine W. Sisson of the Class of 1920 in memory of her mother. The income is to be awarded annually to an undergraduate, preferably from New England, who has

made a definite contribution to the life of the College in some way besides scholastic attainment. (1978)

The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend, of the Class of 1908. The income on this fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Anne Hawks Vaux Scholarship Fund was founded in her memory by her husband, George Vaux, and added to by some of her friends. The income is to be awarded annually to a student in need of financial aid. (1979)

The Elizabeth Gray Vining Exchange Scholarship was established by gifts from over 100 alumnae and friends of the College in Japan, in honor of Elizabeth Vining, A.B. 1923, former tutor to the Crown Prince. The purpose of this fund is to support Bryn Mawr alumnae, graduate students, or faculty members who desire to do academic research in Japan or to have direct contact with Japanese culture. (1973)

The Mildred Clarke Pressinger von Kienbusch Scholarship Fund was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, of the Class of 1909. (1968)

Mildred and Carl Otto von Kienbusch Scholarship Fund was established by bequest of C. Otto von Kienbusch. (1976)

The Mary E. G. Waddell Scholarship Fund was established by a bequest from the estate of Mary E. G. Waddell. The income from this fund is to be used for scholarships for undergraduates and graduate students interested in the study of mathematics who are daughters of American citizens of Canadian descent. (1972)

The Julia Ward Scholarship Fund was established by a gift for a scholarship in memory of Julia Ward of the Class of 1923 by one of her friends and by additional gifts from others. The income is to be used for undergraduate scholarships. (1963)

The Eliza Jane Watson Scholarship Fund was established by gifts from the John Jay and Eliza Jane Watson Foundation. The income from this fund is to be used to assist one or more students to meet the cost of tuition. (1964)

The E. Wheeler and Florence Jenkins Scholarship Fund was established by a bequest of Dorothy DeG. Jenkins, Class of 1920. The fund is used to establish scholarships in memory of her parents, with preference given to students in the Departments of Mathematics or Physics. (1981)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift by Thomas Raeburn White. It is awarded annually by the president. (1923)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and president of the trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Mary Peabody Williamson Scholarship was founded by bequest of Mary Peabody Williamson of the Class of 1903. (1939)

The Mary R. G. Williams Scholarship Fund was established by a bequest of Mary R. G. Williams. The income is used for emergency grants to women who are paying their way through college. (1958)

The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by

bequests by both Ellen Winsor and Rebecca Winsor Evans. The scholarship is to be awarded to a resident black student. (1959)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of Mary Winsor in memory of her mother. The income on this fund is to be awarded to a resident black student. (1959)

The Mary Winsor Scholarship in Archaeology was established by a bequest under the will of Mary Winsor. (1959)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright of the Class of 1931, for needy students of Bryn Mawr College. (1972)

The Lila M. Wright Memorial Scholarship was founded in her memory by gifts from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Georgie W. Yeatman Scholarship was founded by bequest under the will of Georgie W. Yeatman of Philadelphia. (1941)

Scholarships for Foreign Students

The Frances Porcher Bowles Memorial Scholarship Fund was established by donations from various contributors in memory of Frances Porcher Bowles, Class of 1936. The income is used for scholarship aid to foreign students. (1985)

The Bryn Mawr Africa Exchange Fund is an anonymous donation given to support scholarship aid to African students in the Undergraduate College or the Graduate Schools of Bryn Mawr, for study and research in Africa by Bryn Mawr faculty and students, for lectures or lectureships at Bryn Mawr by visiting African scholars, statesmen, and artists, and for library and teaching materials for African studies at Bryn Mawr. (1973)

The Bryn Mawr Canadian Scholarship is raised and awarded each year by Bryn Mawr alumnae living in Canada. The scholarship, varying in amount, is awarded to a Canadian student entering either the undergraduate or graduate school. (1965)

The Chinese Scholarship comes in part from the annual income of a fund established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1978)

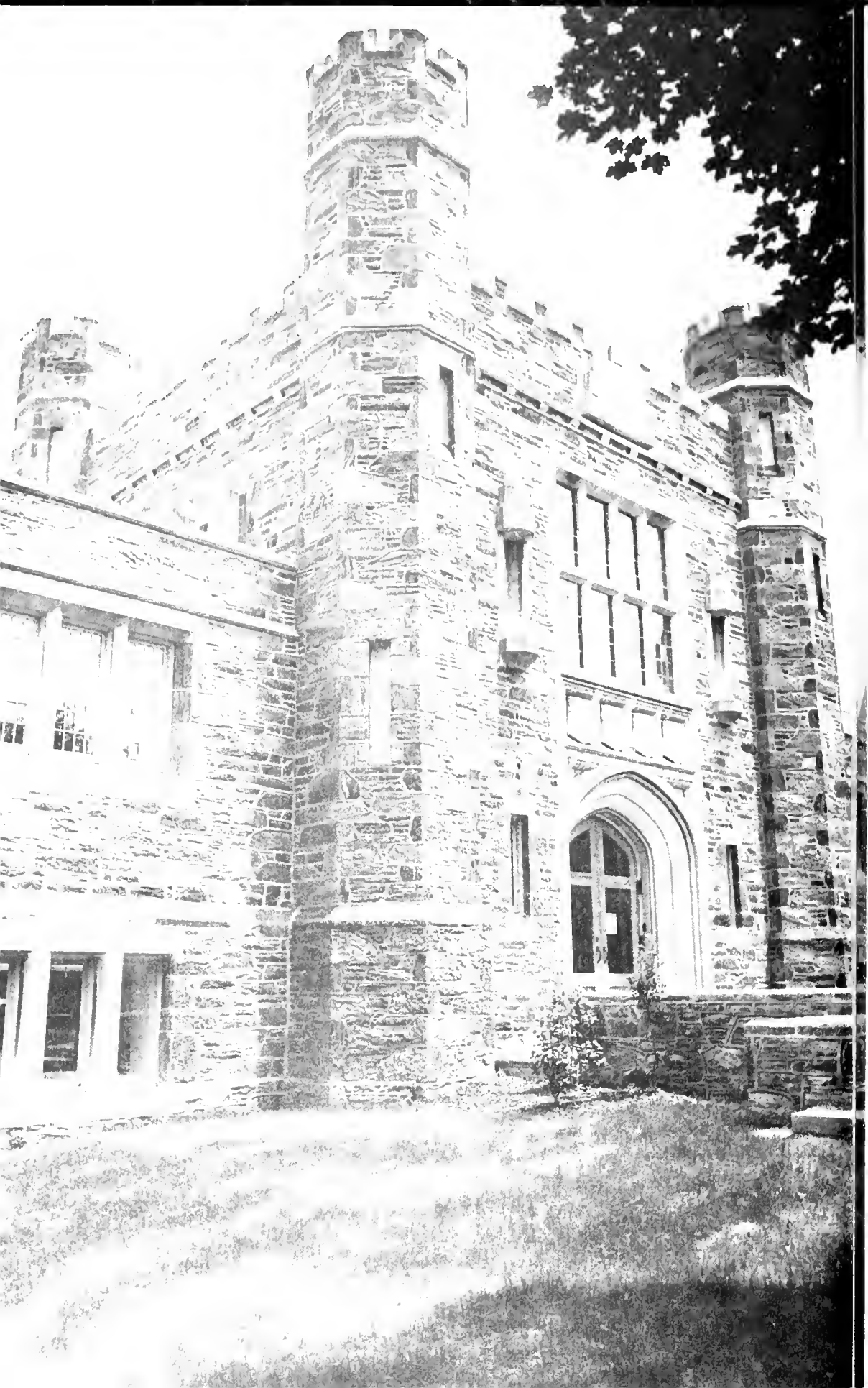
The Elizabeth Dodge Clarke Scholarship Fund was established by the Cleveland H. Dodge Foundation for support of international students. (1984)

The Barbara Cooley McNamee Dudley Scholarship Fund was established by a gift from Robin Krivanek, sister of Barbara Cooley McNamee Dudley, Class of 1942, for financial aid to undergraduate and graduate students from foreign countries. (1983)

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from the fund is used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Susan Grimes Walker Fitzgerald Fund was established by a gift from Susan Fitzgerald of Class of 1929 in honor of her mother Susan Grimes Walker Fitzgerald of the Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1975)

The Mrs. Wistar Morris Japanese Scholarship was established when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets to Bryn Mawr College. The income from this fund is to be used for scholarships for Japanese women. (1978)



CENTENNIAL CAMPUS CENTER

With the 1985 renovation of Cope and Stewardson's turn-of-the-century "Castle" gymnasium into Bryn Mawr's first campus center, the College successfully reaffirmed its commitment to preserving the architectural unity of the campus while expanding to accommodate the academic and social needs of a growing student body. Retaining the original fieldstone and brick exterior, wood panelling, maple floor, and leaded glass of the former fortress-like "Castle," the Centennial Campus Center includes an addition extending westward toward Radnor Hall, with a slate-like peaked roof and arched windows. The main lounge, designed for parties, social events, and the College's traditional coffee hours and teas, features open balconies, window seats, and a large fireplace, while roof-top terrace and plaza in front of the campus accommodates fair-weather socializing. A cafe on the main floor, serving all meals and late night snacks, provides seating for seventy-five in oak booths flanked by large windows; a quarry-tile floor and vaulted ceiling complete the cafe's traditional motif. Designed as a non-academic facility for students, faculty, and staff, the Campus Center houses the book store, mail room, Women's Center, and Student Services office, as well as conference rooms and offices for student government, newspapers, and clubs.



The Margaret Y. Kent Scholarship Fund, Class of 1908 was established by bequest of Margaret Y. Kent of the Class of 1908. It is to be used to provide scholarship assistance to foreign students. (1976)

The Lora Tong Lee Memorial Scholarship is awarded annually by the Lee Foundation, Singapore, to a Chinese student for tuition, room, and board, in memory of Lora Tong Lee, M.A. 1944. (1975)

The Middle East Scholarship Fund was established by a gift from Elizabeth Cope Harrison of the Class of 1958. The purpose of the fund is to enable the College "to make scholarship awards to able students from a number of Middle Eastern Countries." (1975)

The Special Trustee's Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The scholarship for students from foreign countries was first offered by the trustees in 1940.

The Harris and Clare Wofford International Fund is an endowed fund, the income only to be used to support the College's international activities with emphasis on providing scholarships for international students at Bryn Mawr. (1978)

Prizes and Academic Awards

The following awards, fellowships, scholarships, and prizes are in the award of the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize of \$100 has been recently awarded each year to the student who submits to the Department of English the best poem or group of poems. The award, given by the Academy of American Poets, was first made in 1957.

The Seymour Adelman Book Collector's Award is given each year to a student for a prize-winning collection on any subject, single author, or group of authors, and may include manuscripts and graphics. (1980)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The income on the fund is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The General Electric Foundation Katherine Blodgett Fellowship was established in memory of Katherine Blodgett, one of the first women industrial scientists, who was associated with General Electric for many years and who was a member of the Bryn Mawr Class of 1917. It provides full support to a graduating senior for the first year of graduate work directed towards a Ph.D. in physics, chemistry, engineering, or computer science at another institution in the United States. (1980)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at some foreign university.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft

Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund is used to send, for at least six months, a graduate to a university or college in Commonwealth Africa or a former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. (1965)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner of the Class of 1942 by gifts from her family, classmates, and friends. The award is made biannually to a junior or senior on the recommendation of a committee composed of the chairmen of the Departments of English and of Classical and Modern Foreign Languages. (1950)

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, Principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. The fund was increased by a bequest of one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story, and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a student doing advanced work in American history for an essay written in connection with that work. The income from this fund has been supplemented since 1955 by annual gifts from the society. (1903)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subjects and is held during the senior year. (1921)

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup of the Class of 1956 by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project, or career goal during term time or vacation. (1978)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. These prizes are awarded annually on the recommendation of the Department of English as follows: to a student for excellence of work in second-year or advanced courses in English, and to the student in the first-year course in English Composition who writes the best essay during the year. (1919)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income is to be awarded as the Department of History may determine. (1957)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka of the Class of 1964 by gifts from her family and friends. The prize of \$100 is awarded annually to a member of the freshman or sophomore class for the best piece of imagi-

native writing in prose. The award is made by a committee of the Department of English, who consults the terms stated in the deed of gift. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate Jeanne Quistgaard. The income from this fund may be awarded every two years to a student in economics. (1938)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, professor of mathematics and a member of the faculty of Bryn Mawr College from 1885 to 1924. (1960)

The Elizabeth G. Shippen Scholarships were founded by two bequests under the will of Elizabeth S. Shippen of Philadelphia. Three prizes are awarded annually, one to the member of the senior class who receives The Bryn Mawr European Fellowship and two to members of the junior class, as follows: 1. The Shippen Scholarship in Science to a student whose major subject is biology, chemistry, geology, or physics; 2. The Shippen Scholarship in Foreign Languages to a student whose major subject is French, German, Greek, Italian, Latin, Russian, or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. The Shippen Scholarship for Foreign Study. See The Bryn Mawr European Fellowship above. (1915)

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter of the Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains, in honor of two excellent twentieth-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income on the fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1960)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh, of the Class of 1920. (1943)

The Emma Osborn Thompson Prize in Geology was founded by bequest of Emma Osborn Thompson of the Class of 1904. From the income on the bequest a prize is to be awarded from time to time to a student in geology. (1963)

The Hope Wearn Toxell Memorial Prize is awarded annually by the alumnae of Southern California to a student from Alumnae District IX, with first consideration to a student from Southern California. The prize is awarded in recognition of the student's responsible contribution to the life of the College community. (1973)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker, of the Class of 1910. It may be given annually to a member of the senior class who in the judgement of the faculty shall have displayed the greatest proficiency in the study of living conditions of northern blacks. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an

anonymous gift in honor of Anna Pell Wheeler, Professor Emeritus of Mathematics and a member of the faculty of Bryn Mawr College from 1918 until her death in 1966. (1960)

Scholarships for Medical Study . . .

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue a medical education. Applications for the scholarship should be made to the premedical adviser before March 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of \$30,000 under the will of Linda B. Lange of the Class of 1903. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the president and faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of \$10,000. The scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Medical Scholarship Fund of \$10,000 was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from this fund is to establish a scholarship which is awarded to a member of the graduating class who in the judgement of the faculty needs and is deserving of assistance for the study of medicine. This scholarship may be continued for the duration of her medical course. (1948)

Loan Funds

Bryn Mawr College administers two kinds of loan programs. The first consists of four funds established through the generosity of alumnae and friends of the College. Applications for loans must be accompanied by the Financial Aid Form prepared by the College Scholarship Service of the College Entrance Examination Board.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 for the use of students who need to borrow money in order to continue their college work. The fund is managed by the Alumnae Scholarships and Loan Fund Committee.

Loans may be used for any purpose approved by the committee, but not more than \$1,000 may be borrowed by a student in any one year. The total for four years must not exceed \$3,000. Students who wish loans may obtain the application form from the Alumnae Office or the Financial Aid Office. All students are eligible to apply for loans from this fund, whether or not they are already receiving financial aid from the College. However, students who are receiving financial aid must have the application approved by the director of financial aid. Other students must accompany the application with a letter of recommendation from the appropriate dean.

While the student is in college no interest is charged, and she may reduce the

principal of the loan if she so desires. After the student leaves college, the interest rate is modest. The entire principal must be repaid within five years of the time the student leaves college at the rate of twenty percent each year. The principal payments are deferred if the student enrolls in graduate or professional school, although interest payments must be made.

Contributions to the loan fund may be sent to the chairman of Scholarships and Loan Fund, Bryn Mawr College Alumnae Association, Bryn Mawr, Pennsylvania 19010.

The Gerald and Mary Hill Swope Loan Fund was established in 1945 under the following conditions:

a. Non-scholarship students and graduate students are also eligible to apply for loans from this fund.

b. Interest begins to accrue as of the date of graduation and the rate is set by the College. The entire principal must be repaid within five years of the time the student leaves college at the rate of twenty percent each year.

c. Loans are awarded by the Scholarship Committees of the Undergraduate College, the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research.

The Clareth Fund was established in 1971 by a bequest to the College from the estate of Ethel S. Weil. The income only is to be used for students "specializing in economics or business."

The Alfred and Mary Douty Loan Fund, an expendable loan fund for student loans, was established in 1976 by an initial donation of \$5,000 from the trustees of the Alfred and Mary Douty Foundation. The fund will be augmented by a pledge from the foundation of \$22,500 to be paid through the years 1977 to 1983. Loans from this fund may be made to graduate or undergraduate students. Repayment of the principal of the loan begins nine months after graduation, withdrawal, or cessation of at least half-time study. The entire principal must be repaid within five years from the date the first payment becomes due at the rate of twenty percent each year plus interest of three percent per annum on the unpaid balance.

The second kind of loan program, administered by the College, is based on government funds made available through The National Direct Student Loan Program. Applications for loans must be accompanied by the Financial Aid Form prepared by the College Entrance Examination Board. The five-percent interest rate and repayment of the loan begin six months after the student has completed her education.

Students who, upon graduation, teach on a full-time basis in public or private non-profit elementary and secondary schools in an economically depressed area as established by the Secretary of Education or who work with handicapped children are allowed cancellation of their debts at the rate of 15 percent per year for the first and second years, 20 percent per year for the third and fourth years, and 30 percent for the fifth year or total cancellation over five years.

The Guaranteed Student Loan Program is a government subsidized program which was instituted to enable students to meet educational expenses. Application is made through the students' home banks. An undergraduate student may borrow up to \$2,500 per year depending on the state regulations in effect in her state. Repayment begins six months after the student is no longer enrolled, at least half-time, at an accredited institution. The interest is currently nine percent (July 1983). The government will pay this interest until the repayment period begins, if the student meets financial eligibility requirements.

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- Fairfield County Marguerite Howard Rooney, 254 Rowayton
Avenue, Rowayton, Connecticut 06853
- Northern New Jersey Marilyn Muir Pfaltz, 118 Prospect Street,
Summit, New Jersey 07901

Princeton Elizabeth Connor Powers, Princeton University
Press, 41 Williams Street, Princeton, NJ 08540
Westchester Harriette Rosen Mogul, 31 Turner Drive,
Chappaqua, New York 10514

District III: Pennsylvania, Southern New Jersey, Delaware

Councillor, Phoebe Sherman Sheftel, 414 Barclay Road, Rosemont,
Pennsylvania 19010

District Admissions Coordinator, Alice L. Hoersch, 205 Hancock Court,
North Wales, Pennsylvania 19454

Philadelphia Rose Abraham Makofske, 228 W. Montgomery
Avenue, Haverford, Pennsylvania 19041
Central Pennsylvania Natalie Fasick Snyder, 312 Blacklatch Lane,
Camp Hill, Pennsylvania 17011
Western Pennsylvania Sheila Atkinson Fisher, 6660 Kinsman Road,
Pittsburgh, Pennsylvania 15217
Delaware Bohuslaw Zabo-Potapowicz Bass, 702 Hopeton
Road, Wilmington, Delaware 19807

District IV: Maryland, Virginia, West Virginia, District of Columbia

Councillor: Eloise Clymer Haun, 336 South Main Street, Woodstock,
Virginia 22664

District Admissions Coordinator: Kennedy Smith, 913 South 22nd Street,
Arlington, Virginia 22202

Club Presidents:

Baltimore Elizabeth Homer, 116 Warren Avenue,
Baltimore, Maryland 21230
Richmond To be appointed
Tidewater Judith Meinhardt Miner, 1006 Hanover Avenue,
Norfolk, Virginia 23508
Washington, DC Wendel Schneider, 6319 Massachusetts Avenue,
Bethesda, Maryland 20816

*District V: North Carolina, South Carolina, Georgia, Florida, Alabama,
Mississippi, Louisiana, Arkansas, Tennessee*

Councillor, Diane Hammann Floyd, 116 Elizabeth Street, Atlanta, Georgia 30307

District Admissions Coordinator, Margaret M. Casey, 5607 Del Prado #160, Tampa,
Florida 33617

Club Presidents:

Florida Judith Ellenbogen Specter, 5401 Collins Avenue,
Apt. 734, Miami Beach, Florida 33140
Georgia Diane Hammann Floyd, 116 Elizabeth Street,
Atlanta, Georgia 30307
Louisiana Maud M. Walsh, 2611 Lydia Avenue,
Baton Rouge, Louisiana 70808
The Palm Beaches Ruth Ellen Blattner Harkness, Barr Terrace,
Apt. 10J, Delray Beach, Florida 33444
Triangle Area Suzanne Teri, Posner, 302 Ransom Street,
Chapel Hill, North Carolina 27514

District VI: Indiana, Kentucky, Michigan, Ohio

Councillor, Anne L. Rassiga, 2025 Chestnut Hill Drive, Cleveland, Ohio 44106

District Admissions Coordinator, Dorothy Bird Price, 640 Pebblebrook Lane,
East Lansing, Michigan 48823

Club Presidents:

Ann Arbor	To be appointed
Cincinnati	Trudy D. Rauh, 52 Rawson Woods Circle, Cincinnati, Ohio 45220
Cleveland	June W. Wiener, 125 Farwood Drive, Chargin Falls, Ohio 44022
Columbus	Sherry Dobrow Lipinsky, 1162 Sunny Hill Drive, Columbus, Ohio 43221
Detroit	Gillian Pearson Steinhauer, 368 Notre Dame Avenue, Grosse Pointe, Michigan 48230
Indiana	Margaret G. Dean, 5435 North Jersey, Indianapolis, Indiana 46220

*District VII: Illinois, Iowa, Kansas, Missouri, Minnesota, Nebraska, North Dakota,
South Dakota, Wisconsin*

Councillor, Chandlee Lewis Barksdale '63, 1106 West First Street, Northfield,
Minnesota 55057.

District Admissions Coordinator, Alice Newman Mulberry, 5542 South Blackstone
Avenue,
Chicago, Illinois 60637

Club Presidents:

Chicago	Valerie B. Wiley, 2130 Lincoln Park West, Chicago, Illinois 60614
St. Louis	Janet R. White, 2338 South 11th Street, Apt. C, St. Louis, Missouri 63104
Kansas City	Mary M. McAuliffe, 5816 Paseo, Kansas City, Missouri 64110

District VIII: Arizona, Colorado, New Mexico, Oklahoma, Texas

Councillor, Frederica Emrich Smith, P.O. Box 321, Los Alamos,
New Mexico 87544

District Admissions Coordinator, Danna Pearson McDonough, 6997 Roaring Fork
Trail, Boulder, Colorado 80301

Club Presidents:

Greater Phoenix	Barbara Singer Cramer, 22607 La Senda Drive, Scottsdale, Arizona 85255
Tucson	Marie Bischoff Miller, 1801 North Desmond Lane, Tucson, Arizona 85712
Colorado	Gay Booth Greenleaf, 9757 West Nova Avenue, Littleton, Colorado 80127
Austin	Charlotte Girolimon Parker McCann, 3202 Sunny Lane, Austin, Texas 78731
Dallas	Susan Rogers Lichten, 6338 Aberdeen Avenue, Dallas, Texas 75230
Houston	Kristine Gilmartin Wallace, 2832 Tangley, Houston, Texas 77005

District IX: California, Hawaii, Nevada, Utah

Councillor, Ruth Segal Bowman, 1008 Amalfi Drive, Pacific Palisades, California 90272

District Admissions Coordinator, Anne Wihera Donaker, 190 The Uplands, Berkeley, California 94705

Club Presidents

Northern

California Kathleen Greene, Orloff, 1101 Fair Weather Circle, Concord, California 94518

Southern

California Michele McClade Gendelman, 4258 North Beverly Glen Boulevard, Sherman Oaks, California 91423

District X: Alaska, Idaho, Montana, Oregon, Washington, Wyoming

Councillor, Elisabeth Johnson Bell, 2231 East Lake Washington Boulevard, Seattle, Washington 98112

District Admissions Coordinator, Alida McClenhan Geoffroy, 11511 Southwest Military Lane, Portland, Oregon 97219

Club Presidents:

Portland Deanna E. Mueller-Cristin, 8570 Southwest White Pine Lane, Portland, Oregon 97225

Seattle Gretchen Van Meter Swanzey, 23510 Miller Bay Road N.E., Poulsbo, Washington 98370

Foreign

International District Councillor, Barbara Otnow Baumann, 880 Fifth Avenue, Apt. 19F, New York, New York 10021

Club Presidents:

England Lynn McDonald Hathaway, 42 Eaton Terrace, London, SW 1

France Jane K. McCarty, 15, Rue Des Ternes, Paris 75017

Japan Hiroko Sue Hara, 26-8, 4 Chome Yayoi-Cho, Nakano-ku, Tokyo

Foreign Representatives

Austria: Patricia Gilmartin Patterson, Mayerhofgasse 2A, Apt. 7, Vienna 1040

Canada: Helen Burch Nixon, 150 McLeod Street, Ottawa, Ontario; K2P 0Z7

Natalie Rothenberg Schacter, 411 Richview Avenue, Toronto, Ontario 10

Denmark: Ellen Wadsworth Vestergaard, Osterbrogade 104-V, Copenhagen 2100

Greece: Elizabeth T. Douli, Korae 18, Nea Smyrne, Athens

India: Harji Milik, 7 Palam Marg, Vasant Vihar, New Delhi 57

Italy: Laurana Palombi Berra, Piazzale Biancamano, 2 Milano 20121

Mexico: Barbara Baer Gomez, Liverpool 149-102, Mexico City 06600 DF

New Zealand:	Martha Ann Chowning, Anthropology, Victoria University, Wellington
Nigeria:	Dr. Dora O. Chizea, Plot 9 Ladipo Oluwole Av., P.O. Box 948, Ikeja
Norway:	Elizabeth Gundersen Sommerfeldt, Hoff Terrace 4, Oslo Skoyen 2
Philippine Islands:	Ofelia Torres Reyes, 14 Ilagan Street, San Francisco del Monte, Quezon City
Portugal:	Mary Lydon Fonseca, Rua Castilho 90, 80 Fr. Esquerdo, Lisbon
Turkey:	Dr. Suna Kili, Bogazici University, P.K. 2 Bebek-Istanbul
Venezuela:	Anneke Blohm deSchnell, Apartado 69, Caracas

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Catalogue 1985-87

Appendix with fee schedule was printed in a limited number of copies for 1986-87. No copy exists in the Archives nor in Public Information.

The information about fees is available through the Treasurer's Office.

APPENDIX

FEES 1985-86

Tuition

The tuition fee in 1985-86 for all undergraduate students, resident and non resident, is \$9,700 a year.

Summary of Fees and Expenses for 1985-86

Tuition	\$9,700
Residence	4,135
Minor Fees	
Laboratory fee (per lab per semester)	\$ 35
Health Insurance (optional)	approx. 250
Student Government Association Fee	100
College Fee	65

The entire fee will be billed in July, 1985, and is due on or before August 15, 1985. In the event of withdrawal from the College in Semester I, all fees for Semester II will be refunded, and the fees for Semester I will be refunded according to the following schedule:

Between July 15, 1985 and September 2, 1985	100%
Between September 3, 1985 and September 16, 1985	75%
Between September 17, 1985 and October 11, 1985	50%
After October 11, 1985	no refund

In Semester II

Between December 30, 1985 and January 19, 1986	100%
Between January 20, 1986 and February 1, 1986	75%
Between February 2, 1986 and February 21, 1986	50%
After February 21, 1986	no refund

Procedure for Securing Refunds

Written notice of intention to withdraw must be submitted to the dean. All students receiving financial aid must consult with the director of financial aid, including students who have received federally insured loans, e.g., loans guaranteed by state agencies (GSLP) and National Direct Student loans (NDSL) to meet educational expenses for the current academic year. The amount of the refund is determined by the Comptroller's Office according to the schedule above and is based on the date of departure from campus.

Schedule of Payments

Tuition and residence fees will be billed in full and may be paid as follows:

For resident students

\$11,832.50 due not later than August 15

\$ 2,067.50 due not later than January 2

For non-resident students

\$9,700 due not later than August 15

(\$50 a month late payment fee)

No student will be permitted to attend classes or enter residence until payment of the College charges, including a College Fee of \$65, has been made. No student will be registered at the beginning of a semester, or be graduated, or receive a transcript until all accounts are paid, including a single yearly activities fee of \$100 collected by Student Government officers. This fee covers class and hall dues, and

support for student organizations such as *The News* and Arts Council. All resident students are required to participate in the College food plan.

An alternate payment plan is offered to those who wish to pay tuition in two equal installments by August 15 and January 1. A service charge of \$100 will be added to the second semester bill.

Faced with the rising costs affecting all parts of higher education, the College has had to raise tuition each of the last several years and further increases may be expected.

Monthly Payment Plan

Parents wishing to pay College fees on a monthly basis may make ten monthly payments beginning on May 1, and payable through Academic Management Service. A fee of \$40 is charged for this option, but there is no interest. Information is being mailed to all admitted students separately.

Residence

The charge for residence is \$4135 a year and will be billed with tuition in full in July and be paid in two equal payments, that is, on August 15, 1985 and January 1, 1986. Refunds will be made according to the schedule above.

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide later to withdraw from the College or take a leave of absence, will be charged a fee of \$100. This charge will be deducted from the student's general deposit.

General Deposit

All entering students are required to make a deposit of \$200. This deposit will remain with the College while the student is enrolled as an undergraduate. After one year of attendance, the deposit will be returned thirty days after graduation or withdrawal from the College. However, any unpaid bills and any expenses incurred as a result of destruction or negligence on the part of the student will be applied against the deposit.

The average cost of educating each undergraduate is over \$15,000 a year. The difference over and above tuition must be met from private gifts and income from endowment. Contributions from parents able and willing to pay an additional sum are most welcome to help meet the expenses of instruction.

Directions to Bryn Mawr College

From the North and Northeast

The College is most easily reached using the Schuylkill Expressway (I-76). From the North and Northeast there are three approaches to I-76.

1. Walt Whitman Bridge, I-676 to I-76
2. Benjamin Franklin Bridge, I-76 (Vine Street) continuing west on I-76.
3. Pennsylvania Turnpike to Exit 24 (Valley Forge Exit) continuing east on I-76.

From these approaches you may use the following routes:

1. **CITY AVENUE** Take Exit 41 (City Avenue-U.S. 1 South) and proceed on City Avenue until City Avenue intersects Route 30 (Lancaster Avenue). Turn right on Lancaster Avenue and drive approximately four miles to reach the center of Bryn Mawr. Turn right on Morris Avenue (Arco gas station) and follow the underpass. There is a College parking lot one and one-half blocks along Morris Avenue on the left.
2. **GULPH MILLS** Take Exit 202 North to South (which becomes Route 320). Go approximately seven miles on this road which becomes Montgomery Avenue (do not turn off when 320 goes right). After about seven miles look for the intersection with Morris Avenue. Turn left on Morris; the parking lot is on the left just past Yarrow Street.

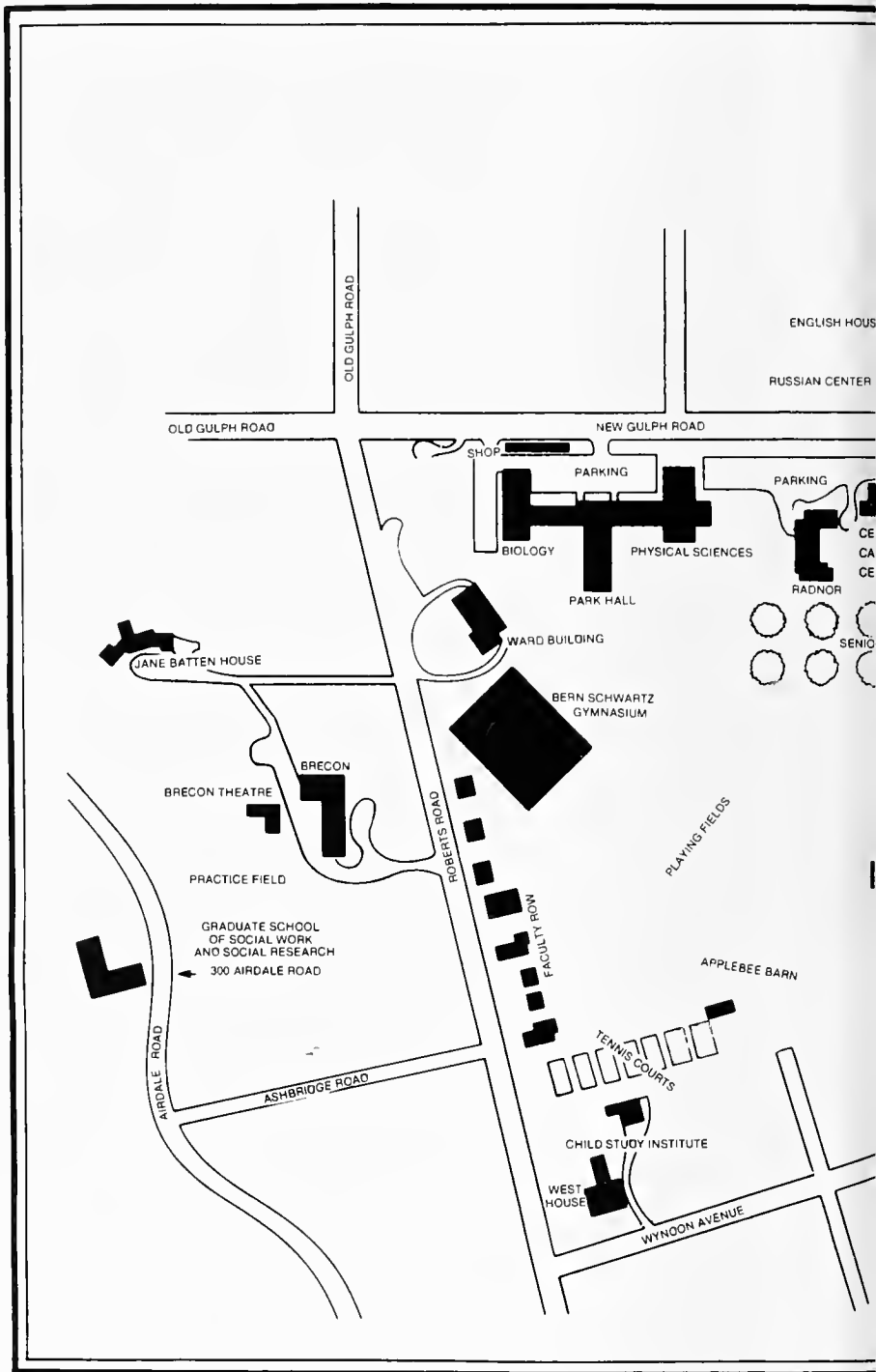
From the West

Pennsylvania Turnpike to Exit 24 (Valley Forge Exit). Continue east on I-76 and take the Gulph Mills route described above.

From the South

Follow I-95 through Wilmington, Delaware, to Chester, Pennsylvania, then take the PA 352-Edgeмонт Avenue Exit. Immediately look for, and follow signs for PA 320 North. Continue north on PA 320 for approximately 10.5 miles. Turn right on Bryn Mawr Avenue and follow until it crosses Lancaster Avenue and joins Morris Avenue. Turn left on Morris Avenue and follow the underpass. There is a College parking lot one and one-half blocks along Morris Avenue on the left.

The Admissions Office is located in Ely House on North Merion Avenue.



Map

